

**THE ROLE OF INTEGRATED APPROACH TO ADDRESSING JUVENILE
DELINQUENCY IN TANZANIA: A CASE STUDY OF ILALA
MUNICIPALITY**

WILSON SHONGILO ADAM

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER IN SOCIAL WORK OF
THE OPEN UNIVERSITY OF TANZANIA**

2017

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Senate of the Open University of Tanzania, a dissertation titled: **“An Integrated Approach to Addressing Juvenile Delinquency in Tanzania; A Case Study of Ilala Municipality”** in partial fulfillment of the requirements for the Master’s degree in Social Work of the Open University of Tanzania.

.....
Dr. Naftali Ng’ondi
(Supervisor)

.....
Date

COPYRIGHT

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or the Open University of Tanzania in that behalf.

DECLARATION

I, **Wilson Shongilo Adam**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university or any other higher institution of learning for a similar or any other degree.

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my parents' family, my dear mother (Mrs. Martha Adam), my brothers and sisters, Mrs. Frances Graham Wilson and the broad community of children in Tanzania, including those living and working on the streets.

ACKNOWLEDGEMENT

First I thank God the Almighty for giving me strength in every step during execution of this research and for the way He empowered all persons who were so committed to helping me throughout the study. I sincerely express my heart-felt thanks to my supervisor Dr. Naftali Ng'ondi for his professional guidance and tireless efforts in assisting me from the initial stage of proposal preparation to the full report of this dissertation. I am indeed grateful to Mr. Johnas Buhori, Prof. Hossea Rwegoshora, Prof. Kisendi, Mrs. Mariana Makuu, Dr. Hadija Jilala and Dr. Msindai for being ready to help me with their valuable academic advice each time I contacted them for it.

I so much appreciate the big support, which was given by Mrs. Frances Graham Wilson, Dr. Marion Faulds, Edith Tarimo and Tabea Geipel to cater for the costs of my study programme of which this dissertation is a part. I thank my beloved mother Martha Adam for being so kind and patiently supporting my studies regardless of being a widow and her old age. My sincere appreciation is also extended to my sister Beatrice Kundasai Njau and her family for their prayer, moral and material support during my studies.

I would like to extend my sincere thanks to my sisters especially Rose Mallya, Kathleen Quellmalz, Regina Drotlef, Tina Werner, Esther Masatu, Mama Caro, Anna Maduhu, Dorcas Mpalli, Grace Kundasai, Glory Henry, Mwajuma Tagalala, Laura Walton, Grace Turner, Julieth Lusinde and Pastor Getu Majaliwa. I also appreciated the encouragement I got from my brothers Rev. Godwin Maeda, Peter Adam Tarimo, Jerry Adam, Rev. Justice Tarimo, Andrew Kundasai Ezekiel, Werner

Drotlef, Benson Adam, Victor Masatu, Almasi Msabaha, Dr. Simon Walton, Rev. Thomas Godda, Rev. Charles Konea, Emmanuel K. Njau and James Adam (Kishamba), Imam (Sheikh) Jonga, Sheikh Adam Juma Kamote, Omary Rajab, David Kamala and Joseph Hosea Sinda.

I am very thankful to all government authorities, non-governmental organizations and institutions that took part in my study, as they were so cooperative during data collection. These agencies include the Department of Social Welfare (DSW), schools, children's homes and religious institutions situated in Ilala municipality. Special appreciation goes to the management of my university (Open University of Tanzania), Dar es Salaam Regional Administrative Secretary's office, Ilala District Commissioner's office, the Director of Ilala Municipal Council, the Inspector General of Police (IGP) and the Commissioner for Social Welfare for their big help in channelling the official permission to conduct this research study.

I also feel obliged to thank the management, staff workers and the children (juveniles) reached out at the Dar es Salaam Remand Home as well as the management and probation officers of Kisutu Juvenile Court for their tremendous help to my study. My sincere thanks also go to the management and individuals who were involved in this research from various agencies including KIWOHEDE, Safina Street Network, Amana One Stop Centre, Mwana Orphans Centre, Maarifa Primary School Gongo la Mboto, Mnazi Mmoja Primary and Secondary Schools.

Other agencies deserving much appreciation for their valuable contribution to this study are the Police Force districts of Ilala Police Region namely Central, Kariakoo,

Buguruni and Ukonga districts, local government authorities at the levels of wards and sub-wards (“mitaa”) especially at Gerezani-Kariakoo, Mchafukoge, Jangwani, Kisutu, Buguruni, Kiwalani, Vingunguti, Ukonga, Gongo la Mboto and Chanika wards. I am also very grateful to the religious institutions that opened doors for my study including the Manyema Muslim Mosque at Kariakoo/Mnazi Mmoja, Msimbazi RC Parish at Ilala, Restoration Church Jangwani and Vingunguti Anglican Parish. God bless you all.

ABSTRACT

Juvenile delinquency is not a new social problem in the world. It can be defined as the criminal behaviour among young people as they negotiate the transition from childhood to adulthood in an increasingly complex and confusing world. This research study was conducted in Ilala Municipality in Dar es Salaam with the intention of exploring the role of the integrated approach in addressing juvenile delinquency in Tanzania. The integration regards two systems namely; formal and informal juvenile justice systems. The formal juvenile justice system involves those workers of the government official agencies dealing with juveniles such as the DSW, retention homes, juvenile courts, approved school and the Police Desk for Gender and Children. The informal system involves the actions taken by citizens to respond to juvenile offenders without involving the official agencies of juvenile justice. These are parents, teachers, social workers, local government leaders, religious leaders and practitioners of private social agencies dealing with children. Children and young people were involved as part of the research subjects to fulfil the social work principle of self-determination. The study uses a descriptive research design and it involved one hundred respondents. Research data were obtained through filling in the questionnaire forms, interviews as well as taking part in focus group discussions. Both qualitative and quantitative research approaches were used in this study. Findings revealed that each system has its vital strength and deliberate efforts should be made to ensure a working relationship between the two systems so as to overcome juvenile delinquency. The majority of the respondents suggested that social workers should become focal persons in facilitating the integration because they are the ones who can easily ensure a link among all other stakeholders involved in addressing the problem.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
ACKNOWLEDGEMENT	vi
ABSTRACT.....	ix
LIST OF TABLES	xiv
FIGURE	xvi
LIST OF APPENDICES	xvii
LIST OF ABBREVIATIONS	xviii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Introduction	1
1.2 Background Information of the Study.....	1
1.3 Statement of the Problem	5
1.4 Research Objectives	7
1.4.1 Main Objective.....	7
1.4.2 Specific Objectives	7
1.5 Research Questions	7
1.6 Significance of the Study	7
CHAPTER TWO	9
LITERATURE REVIEW	9
2.1 Introduction	9

2.2	The Situation of Juvenile Delinquents in Tanzania	9
2.2.1	Measures taken through the Integrated Approach to Address the Juvenile Delinquency Problem in Tanzania	12
2.2.2	The Gap that Exists between the Official (Formal) and Informal Juvenile Justice Systems	15
2.3	Theoretical Framework of the Study.....	17
2.3.1	Social Control Theory	18
2.3.2	Ecological Theory	19
2.3.3	Cognitive Behavioural Theory/Therapy	20
CHAPTER THREE		22
RESEARCH MATERIALS AND METHODS		22
3.1	Introduction	22
3.2	Area of Study	22
3.3	Research Design.....	23
3.4	Research Sample	24
3.4.1	Sample Size.....	24
3.4.2	Sampling Techniques	26
3.5	Types of Data	27
3.6	Methods of Data Collection	27
3.6.1	Questionnaires.....	27
3.6.2	Interviews	28
3.6.3	Focus Group Discussions.....	28
3.7	Data Processing, Analysis and Presentation	29
3.7.1	Data Processing	29

3.7.2	Data Analysis	29
3.7.3	Data Presentation	30
CHAPTER FOUR.....		31
DATA PRESENTATION, ANALYSIS AND DISCUSSION		31
4.1	Introduction	31
4.2	Categories of Respondents Representatives of the Study	31
4.3	Methods of Data Collection	34
4.3.1	Questionnaire Respondents.....	35
4.3.2	Interviewed Respondents	36
4.3.3	Focus Group Discussion Respondents	38
4.4	Analysis and Discussion of Findings	38
4.4.1	Factors influencing Juvenile Delinquency in Tanzania	40
4.4.2	Indicators of Juvenile Delinquency.....	42
4.4.3	Important Stakeholders in Addressing Juvenile Delinquency	44
4.4.4	Efforts being made by the Formal Juvenile Justice System to Address Juvenile Delinquency	46
4.4.5	Efforts being made by the Informal Juvenile Justice System to Address	
	Juvenile Delinquency	48
4.4.6	Collaborative Efforts Efforts by both Formal and Informal Juvenile Justice Systems.....	50
4.4.7	Challenges facing the Integration of Formal and Informal Juvenile Justice Systems.....	53
4.4.8	The Efforts that could be made by Respondents of this Study to Improve Integration between the Formal and Informal Juvenile Justice System.....	56

4.4.9	Suggested Measures to Improve Integration of the Formal and Informal Juvenile Justice Systems	58
CHAPTER FIVE		64
CONCLUSION AND RECOMMENDATIONS		64
5.1	Introduction	64
5.2	Summary of the Research Objectives	64
5.3	Special Comments from Research Participants	65
5.3.1	Comments from the Staff of the Formal Juvenile Justice System	65
5.3.2	Comments from the Juveniles	67
5.3.3	Comments from the Informal Staff of the Juvenile Justice System.....	68
5.3.4	Comments from Children and Young People other than Juveniles	70
5.3.5	Comments from Parents and Community-Based Activists.....	72
5.4	Conclusion.....	73
5.5	Recommendations	76
5.5.1	Recommendations to the Government.....	76
5.5.2	Recommendations to the Official (Formal) Juvenile Justice Systems Staff.....	79
5.5.3	Recommendations to the Informal Juvenile System Stakeholders	80
5.6	Suggestion for Further Research	83
REFERENCES.....		85
APPENDICES		88

LIST OF TABLES

Table 4.1: Research Respondents involved in the Study by Frequency Percentages ...	33
Table 4.2: Questionnaire Respondents by Frequency Percentages	35
Table 4.3: Interviewed Respondents by Frequency Percentages.....	37
Table 4.4: Focus Group Discussion Respondents by Frequency Percentages.....	38
Table 4.5: Factors Influencing Juvenile Delinquency – Respondents Responses by Groups and Percentages	41
Table 4.6: Indicators of Juvenile Delinquency – Respondents Responses by Groups and Percentages	43
Table 4.7: Important Stakeholders in Addressing Juvenile Delinquency – Respondents Responses by Groups and Percentages	44
Table 4.8: Efforts being made by Formal Juvenile Justice to Address Juvenile Delinquency - Respondents Responses by Groups and Percentages	46
Table 4.9: Efforts being made by the Informal Juvenile Justice System - .. Respondents Responses by Groups and Percentages	48
Table 4. 10: Collaborative Efforts made to Address Juvenile Delinquency -	
Respondents Responses by Groups and Percentages	50
Table 4.11: Challenges facing the Integration of the Formal and Informal Juvenile Justice Systems - Respondents Responses by Groups and Percentages	53
Table 4.12: Respondents’ Efforts to Improve Integration between the Formal and Informal Juvenile Justice Systems - Respondents Responses by Groups and Percentages.....	56

Table 4.13: Suggested Measures to Improve the Integrated Approach to Addressing Juvenile Delinquency - Respondents Responses by Groups and Percentages.....	59
---	----

FIGURE

Figure 4.1: Methods of Data Collection – Respondents by Percentages	35
---	----

LIST OF APPENDICES

Appendix I(A): Questionnaire for Government and Private Sectors' Officials and Workers Dealing with the Welfare of Children in Official and Informal Juvenile Justice Systems	88
Appendix II: Interview Guide Sheet.....	100
Appendix III: Focus Group Discussion Guide Sheet.....	104
Appendix IV: Clearance Letters	108
Appendix V: Research Permits.....	111

LIST OF ABBREVIATIONS

ACRWC	African Charter on the Rights and Welfare of the Child
CBOs	Community Based Organizations
CBT	Cognitive Behavioural Therapy/Theory
CHRAGG	Commission on Human Rights and Good Governance
CRC	Convention on the Rights of the Child
DSW	Department of Social Welfare
FBOs	Faith Based Organizations
FGD	Focus Group Discussion
FGM	Female Genital Mutilation
IGP	Inspector General of Police
IMC	Ilala Municipal Council
KIWOHEDE	Kiota Women's Health and Development Organization
LCA	Law of the Child Act
LGRP	Local Government Reform Programme
MOHSW	Ministry of Health and Social Welfare
MVC	Most Vulnerable Children
NCPA	National Costed Plan of Action
NGOs	Non-Governmental Organizations
NGSCMVC	National Guidelines for Supporting Caretakers of Most Vulnerable Children
PIE	Person-in-Environment
REPOA	Research on Poverty Alleviation

RPC	Regional Police Commander
SIDA	Swedish International Development Aid
SIR	Social Inquiry Report
SSN	Safina Street Network
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations International Children Fund
URT	United Republic of Tanzania
USA	United States of America
WEO	Ward Executive Officer
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This introductory chapter involves five sections that help the researcher to introduce the research topic, justifying its importance as well as directing the execution of it. These sections are background information of the study, statement of the problem, research objectives, research questions and significance of the study.

1.2 Background Information of the Study

This research study is about the role of the integrated approach to addressing the juvenile delinquency problem in Tanzania. Juvenile delinquency is among the common social problems occurring in our societies, which is manifested by the anti-social and criminal behaviours of children and teenagers. Sanni et al. (2010) define juvenile delinquency as the criminal behaviour among young people as they negotiate the transition from childhood to adulthood in an increasingly complex and confusing world. Juvenile delinquency is seen in anti-social behaviour like vandalism, drug abuse, weapon carrying, alcohol abuse, rape, examination malpractices, school violence, bullying, cultism, truancy and school drop-outs to mention a few.

The integrated approach to overcoming the juvenile delinquency problem is achieved when different professionals and stakeholders responsible for child and youth care work in cooperation. The stakeholders are grouped into two major systems, namely, the formal and informal juvenile justice systems. The formal juvenile justice involves

those workers of government agencies including the Department of Social Welfare, retention homes, juvenile courts, approved school and the police desk for gender and children. According to Bohm and Haley (2013), the informal juvenile justice involves the actions taken by citizens to respond to juvenile offenders without involving the official agencies of juvenile justice. These informal stakeholders are parents, teachers, social workers, local authority leaders, religious/FBO leaders and workers of NGOs serving children.

This research study involves stakeholders in children's and young people's behaviour correctional services and care other than the workers of the formal juvenile justice system because not all children and young people get such help from the official juvenile justice agencies. Some criminal behaviours that lead children to juvenile delinquency are due to psychological effects, and so parents, caregivers, teachers and other persons significant to the child if well-equipped can participate more effectively in facilitating the behaviour correction of children.

According to Bohm and Haley (2013), juvenile delinquency is a special category of offence created for young offenders, usually those between seven and eighteen years of age. The Law of the Child Act No. 21 of 2009 states "a person below the age of eighteen years shall be known as a child". A young person under 18 years of age may commit the same offence as an adult commits but the judgment will be different. It is assumed that their capacity to form mensa rea (a guilty state of mind) is not fully developed (Bohm and Haley, 2013). Juvenile delinquency is a social problem that is influenced by both behavioural inhibition and behavioural activation. Flores (2003) shows that behavioural inhibition (in response to a new stimulus or punishment)

includes fearfulness, anxiety, timidity and shyness. Behavioral activation includes novelty and sensation seeking, impulsiveness, hyperactivity and predatory aggression.

There are different factors that may contribute to juvenile delinquency; these are individual factors, poor cognitive development and emotional factors, family factors and peer factors. Loeber and Farrington (2001) categorize these factors as individual factors, which occur in children/youths, like early anti-social behaviour and poor cognitive development, and as emotional factors, such as high behavioural activation and low behavioural inhibition. Others are family factors, such as maltreatment, family violence and parental psychopathology. Peer factors are such as associating with deviant peers and school/community factors such as failure to bond at school, living in a poor family and disorganized neighbourhoods.

History shows that children and young people during the past centuries were denied their right to be nurtured and guided for their healthy development. Bohm and Haley (2013) argue that before the sixteenth century, the young were viewed either as property or as miniature adults who, by the age of five or six, were expected to assume the responsibilities of adults. They were also subject to the same criminal sanctions as adults. However, in the sixteenth and seventeenth centuries a different view of the young emerged that recognized childhood as a distinct period of life and children as corruptible but worth correcting. Youths began to be viewed, no longer as miniature adults or as property, but as persons who require moulding and guidance to become moral and productive members of the community.

In Tanzania, the traditional system of living favoured communal life and therefore families had strong power in nurturing children, as children would respect and receive moral support from any adult around, even those who were not their parents. This system was useful for preventing and correcting the criminal behaviours of juveniles. During and after the industrial revolution in the early 1800s, the social organization began to change as a result of economic and social development. As parents, particularly fathers, and children began to leave their homes for work in factories, fundamental changes occurred in the relationship between family members and in the role of the family in controlling the behaviour of children (Bohm and Haley, 2013). Integration of the culture of people who were gathered to work in factories and plantations failed to correct the behaviour of children in the traditional way.

In many rural areas of Tanzania the number of juvenile delinquents is not as high as in urban areas because in rural areas there is still some communal life. Children living in slums, squatter areas and suburb where social disorganization is obvious are more likely to become juvenile delinquents. In those areas many families are poor and lack the capability of ensuring proper care and support for their children and some parents are vulnerable and stressful themselves to the extent that they are abusive to their children instead of nurturing them. Kerr et al. (2008) argued that negative parental behaviours such as angry outburst and emotional coldness or rejection were linked to increases in delinquency overtime.

Currently in Tanzania, the government official agencies dealing with behaviour correctional services among the children so as to overcome juvenile delinquency

seem to work in their own way without a direct working relationship with the informal system. For example, there are no clear guidelines on how the official juvenile justice system can work together with the informal system to deal with delinquency happening in children's communities, schools and at home. The official system seemed to intervene after the juveniles have been taken to the police or court.

1.3 Statement of the Problem

The way, in which societies become socially disorganized, social problems increase and lifestyles become complex means that the possibility of juvenile delinquency occurring increases. According to MOHSW (2008), globalization has caused the sprouting and flourishing of foreign cultures through modern technologies such as television and the Internet. Such gadgets provoke the youth and young people to ape negative foreign lifestyles, which seep into our country without proper control, thus leading children away from having good moral standards. The government of Tanzania has made good efforts to establish the formal juvenile justice system but under normal circumstances not all juvenile delinquency cases have to be dealt with in official or formal juvenile justice system.

According to the Law of the Child Act No. 21 of 2009 formal juvenile justice system involves the juvenile court and custodial services, including retention homes and approved school. The system is associated with social workers, magistrates, the police and those authorized by the court to be custodians outside the retention homes or approved school. Cases of juvenile delinquency that do not necessarily require formal juvenile justice interventions like truancy can just be dealt with using

informal juvenile justice actors like parents, teachers, local government leaders, community based social workers and religious leaders but there is no clear link between the two systems.

Although the Law of the Child Act of 2009, the Child Development Policy of 2008 and the Law of the Child (Retention Homes) Rules of 2012 have mentioned the importance of parents, religious leaders and other private social agency workers helping to overcome juvenile delinquency, they do not address how the collaboration with official agencies will take place.

For instance, The Law of the Child (Retention Homes) Rules of 2012 in its sections 31 to 35 directs the managers of retention homes to facilitate re-integration of the juveniles in custody but it does not explain how a working relationship is built between outside practitioners like teachers, religious leaders, vocational trainers and the staff working in the retention homes.

Anderson (2012) in a report on Analysis of the Situation of Children in Conflict with the Law in Tanzania shows that the Chief Justice highlighted the lack of coordination among juvenile justice institutions as one of the major problems that need to be addressed in Tanzania's criminal justice system. He reported that there is a lack of synergy between courts, social welfare officers, families and communities. The need for empowering both formal and informal juvenile justice systems of addressing juvenile delinquency as well as the need for filling the gap caused by poor working relationship between these two systems are the reasons for conducting this research study.

1.4 Research Objectives

1.4.1 Main Objective

The main objective of this research study was to explore the role of the integrated approach in addressing juvenile delinquency in Tanzania.

1.4.2 Specific Objectives

- (i) To identify the ways through which integrated approach is used to address juvenile delinquency in Tanzania
- (ii) To identify the challenges of the integrated approach to address juvenile delinquency
- (iii) To suggest measures for improving the integrated approach to address juvenile delinquency in Tanzania.

1.5 Research Questions

- (i) What are the ways through which integrated approach is used to address juvenile delinquency in Tanzania?
- (ii) What challenges face the integrated approach to addressing juvenile delinquency in Tanzania?
- (iii) What measures can be taken to improve the integrated approach to addressing juvenile delinquency in Tanzania?

1.6 Significance of the Study

This research study on the integrated approach to addressing juvenile delinquency in Tanzania is important as it calls for the strong collaboration between the formal juvenile justice agencies and the informal juvenile justice system to overcome the

problem of juvenile delinquency. The formal juvenile justice agencies involve the section under the DSW responsible for juvenile justice and correctional services, the juvenile court, retention homes and the approved school of Irambo Mbeya. The police through their Desk for Gender and Children are also involved in the official juvenile process although they are supposed to handle children in the juvenile agencies not in police lock-ups or adult prisons.

Through strengthening the informal parties of the juvenile justice system this study may enable the official juvenile justice agencies to apply diversion so that juveniles' issues that may not necessarily require further processing by them can be dealt by the families and local communities of the children. Bohm and Haley (2013) define diversion as organized systematic efforts to remove individuals from further processing in the criminal justice system by placing them in alternative programmes. This study is important as it enables the formal (official) and informal juvenile justice systems to identify and use the integrated approach to overcoming juvenile delinquency. For example, they can work in collaboration to organize case conferences so as to discuss better interventions that will assist the children comprehensively.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter the researcher shows the different ideas of other researchers and scholars from previous studies, which are related to juvenile delinquency in Tanzania. The review shows also the interventions that are employed by the official juvenile justice agencies in collaboration with the informal juvenile justice system (which involves parents, guardians, local community leaders, NGOs, CBOs and FBO practitioners and other persons significant to juveniles) in overcoming the juvenile delinquency problem.

The chapter shows the situation of juvenile delinquency in Tanzania and the efforts that have been made by the government's juvenile justice system in collaboration with the parents and private sector to overcome the problem. The last part shows the gap that exists between official juvenile justice agencies and the informal justice system in addressing the juvenile delinquency problem in Tanzania. This chapter also shows the theoretical framework of the study, which enabled the researcher to show the theories that supported the study.

2.2 The Situation of Juvenile Delinquents in Tanzania

Tanzania like any other country depends on family care as the strongest socializing force among children and youths. According to Sanni et al. (2010), families teach children to eschew unacceptable behaviour, to delay gratification and to respect the rights of others. Children who are rejected by their parents, who grow up in homes

with considerable conflicts, or who are inadequately supervised are at risk of becoming delinquent. Parental care and involvement in children and teenagers' lives is important for empowering them so that they can prevent themselves from becoming delinquents.

Biological and psychological influences, as well as the immature capacity of recognizing and overcoming criminal behaviours, subject children and teens to the risk of delinquency unless the bonds with parents and other helpful guardians are maintained. Giddens and Duneier (2007) pointed out that there are four types of bonds that link people to society and law-abiding behaviour, which are attachment, commitment, involvement and belief. Those bonds help children and teenagers avoid criminal behaviour through increased ability to conform and decreased chances of deviance.

Getting statistics on juvenile delinquency in Tanzania and even in other countries is difficult because those cases of child offences handled informally at home or school, by social agencies or institutions, on the street and in the community, and not being taken to the formal juvenile court, are quite numerous, occurring every day and with complex variations. Measuring crime is extremely difficult and singling out juvenile crime is equally difficult (Drylie, 2013).

Another factor that hinders most research studies from obtaining data on juvenile delinquency is the principle of confidentiality, especially within the official juvenile justice system. Drylie (2013) notes that the law keeps juvenile records confidential. Variations in determining criminal behaviour are also a factor that contributes to

complicating juvenile delinquency statistics. For example, it is difficult to determine the delinquency of truancy among children who live in child-headed households as their situation forces them to spend some school days or hours looking for food for their families and they are unwilling to miss classes. In Tanzania, the police force has tended to round up street children and arrest them on the basis of “vagrancy and loitering”, although some of these children might have ended up living on the streets because of being abandoned, neglected or orphaned and have no other alternative.

The NGO Mkombozi’s 2005 study in Arusha, Tanzania, shows that Arusha’s street children are rounded up on the basis of the 1944 Township (Removal of Undesirable Persons) Ordinance. This piece of colonial legislation designed to empower district authorities to exclude “undesirable persons” from their areas is now being used to arrest street children on the charge of “vagrancy” and loitering”. No distinction is made between criminal offences such as theft or assault and status offences such as living on the street, and street children in need of care and protection are in effect treated as offenders (Benitez, 2007).

Research done by the Commission on Human Rights and Good Governance (CHRAGG) in 2005 on the Inspection Report for Children in Tanzania’s Detention Facilities raised serious questions over Tanzanian’s commitment to protecting the rights of children. According to this report, despite the fact that Tanzania is currently experiencing an increase in the number of child detainees, many of the children lose their human rights when they are in detention. The report added that these children are often held in adult prisons, where the conditions and treatment they receive fall

short of international human rights standards. The report also indicated that there was an improper way of determining the age of the child offenders by police officers.

2.2.1 Measures taken through the Integrated Approach to Address the Juvenile Delinquency Problem in Tanzania

To some extent the government through its Department of Social welfare (DSW) has managed to incorporate the private sector, parents and other significant persons with regard to the welfare of juveniles when dealing with children who come into conflict with the law. For example, in the early 2000s, a pilot project for improving the welfare in Tanzania's juvenile retention homes began. The project started with the Dar es Salaam Retention Home through which the DSW officers, retention home workers, police officers, juvenile court officers and other stakeholders like managers of children's homes/agencies, municipal council representatives, teachers, religious/FBO leaders and child protection activists formed a team to discuss juveniles' welfare and improvement in their protection.

Some private agencies would think of sponsoring a teacher who would be teaching the children (at primary school level) while in custody during the trial process. Parents were encouraged to visit their children, and children were given more time for recreational activities than before. All these supported Powell (2001)'s argument that "the concept of child offender as a victim may be controversial, but it is beyond argument that a child accused of an offence needs protection". The Tanzania Child Development Policy of 1996, revised in 2008, supports the idea of involving community leaders, health workers, teachers, religious leaders and other stakeholders to ensure the upholding of children's rights, welfare and development in Tanzania

through their physical, mental and spiritual growth. The policy also states “so as to grow, a child needs to be supported and cared for in accordance with societal norms and values”.

Some traditional cultures in some tribes in Tanzania encourage undesirable practices like teenage marriages and FGM for girls. Although these practices are regarded as respectful in those tribes like the Maasai, they are against human rights. Some children and young people commit a crime because of the structure of their community. For instance, some girls in areas where FGM is common commit themselves to it so that their peers or community will accept them. The practice is performed in response to strong social norms, thus failure to conform often results in harassment and, exclusion from important communal events and support networks, as well as discrimination by peers (Garcia-Moreno et al, 2012).

The government has done a great deal in intervening in those undesirable practices like FGM and teenage marriages. These are good examples of efforts that have been employed by the government in collaboration with stakeholders like religious leaders and NGOs dealing with children to eradicate those offences, which are imposed by adults but are harmful to children. The African Charter on the Rights and Welfare of the Child (ACRWC) of 1990, Article 3, states that every child shall be entitled to the enjoyment of the rights and freedoms recognized and guaranteed in this charter irrespective of the child's or his/her parents' or legal guardians' race, ethnic group, colour, sex, language, religion, political or other opinion, national and social origin, fortune, birth or other status.

The official juvenile justice system through its provisions in the Law of the Child Act (Retention Homes) Rules, 2012, Section 37 (1) and (2) states that the manager (of a retention home) shall provide an appropriate place in the retention home for a child to meet with visitors and a schedule of the hours and days during which those visits are allowed. When for any reason contact is not maintained between a child and his family, the manager shall appoint an independent person to visit and befriend the child. Thank God, the government here shows appreciation for the contribution that may be made by parents, relatives, guardians and other significant persons with regard to the care and support of the child. The shortcoming here is that the provision does not say whether and how the parents and other persons significant to the juveniles will get time to discuss with retention house workers or manager on issues concerning the child.

The Ministry of Health and Social Welfare through its department (DSW) has established the National Costed Plan of Action II (NCPA) for most vulnerable children. The NCPA II is aimed at guiding the implementation of actions and policies in five years (2013-2017) that aim to enhance the wellbeing of MVC through preventing and/or reducing the incidences of risks and the impacts of shocks and protecting their rights. The NCPA II has managed to identify/recognize juvenile delinquents as one of the MVC categories. The NCPA II in its numbers 11 and 12 identifies that children assessed to be at risk, or in conflict with the law and children living in institutional care are among the categories of MVC. This has influenced the NCPA II to set objectives for children, their parents, guardians and society to fight against criminal behaviours that affect children.

2.2.2 The Gap that Exists between the Official (Formal) and Informal Juvenile Justice Systems

There is lack of coordination between different stakeholders dealing with juvenile justice in Tanzania, especially between the formal and informal juvenile justice systems. The failure to establish or improve working relationships between different actors of juvenile justice has weakened the strategies that could be used to overcome juvenile delinquency. This weakness has resulted in poor policy implementation and poor law enforcement.

Anderson (2012) notes that in all research regions, with the exception of Hai, there was a lack of coordination between different juvenile justice institutions and professionals, which appeared to impair the ability of the institutions to implement the LCA and the system to respond effectively to children at risk of coming into conflict with the law and children who are in conflict with the law.

Harsh handling and harassment by the police that children face after being suspected of committing an offence and sometime at the court indicate that some official juvenile justice agencies are more punitive in approach than being therapeutic to juveniles. Those agencies seem to undermine the reality that children are still legal minors (not having a fully developed understanding of an offence) and who may sometimes fall into crime because of biological and psychosocial influences but it was not their intention. Reid (2015) states that current gangs and gang activities are not limited to male members. Recent sociological research indicates that female juveniles participate in gangs too and that they do so for the same reasons as their male counterparts, which is to find a sense of belonging they had not found before.

This causes both the official and unofficial juvenile justice systems to handle juvenile delinquents differently from the methods used for adult criminals. The unique status that children and teenagers have in relation to criminal behaviour calls for more interrelations than punishment. Those interrelations may include secular counselling (educational, career and lifestyle counselling) and spiritual counselling to empower them to overcome criminal behaviours.

Other interventions can be to meet their socio-economic needs, as some children may be tempted to commit crime like theft and commercial sex in order to get food. If these children's basic needs are met they may easily stop their delinquent behaviour. Nisar et al. (2015) maintain that, low quality and insufficient food, low level of living, insecurity, low health status and parents' employment status is effective in delinquent behaviour.

Having a better understanding of the factors that cause children to come into conflict with the law will enable us to strive for an integrated approach so as to help children with all the necessary interventions available to prevent them from becoming delinquent. Parents, relatives and guardians may be encouraged to strengthen their bonds or rebuild good relationship with the juveniles. NGOs, CBOs, and FBOs dealing with children could support this measure through meeting physical and economic needs and providing counselling.

The official juvenile justice system monitors, or processes trials, giving counselling on behavioural correction and probation. The Child Development Policy, NGSCMVC, laws, rules and regulations on children's welfare should be clarified

and discussions among different stakeholders of both the formal and non-formal juvenile justice systems should be organized. Some issues of juvenile delinquents are confined to the official juvenile justice agencies (juvenile court, retention homes, police and approved school) because they are confidential because the laws direct that they need to be handled by those who are professionally competent. The ongoing decentralization process of social welfare services from central government to local authorities under LGRP may be one of the chances to equip social workers at the council level so they can use professional ethics and competences to link parents and other private stakeholders with the official juvenile justice system so they do not violate professional rules.

According to Mizrahi and Davis (2008), the effective interdisciplinary connections for understanding families involve collaboration, partnerships and teamwork, while Goldthorpe and Monro (2005) in their book entitled "Child Law Handbook; A Guide to Good Practice", emphasize the role of parents, guardians, relatives, the police, local authorities and courts when the child offender is arrested, tried and sentenced.

2.3 Theoretical Framework of the Study

Under this sub-topic the researcher sought to examine how the integrated approach to juvenile delinquency relates to the suggestions and directives given by existing theories. These theories include those used to give guidance on the proper care, support and protection of juvenile delinquents and other categories of vulnerable children. Three psychological and sociological theories were used in this study, which are the social control theory, ecological theory and cognitive behavioural theory.

2.3.1 Social Control Theory

Among the theories that social workers and other practitioners related to juvenile delinquents use in order to socialize these children to conform to social norms and avoid criminal behaviour is the social control theory. Conformity to social norms is important for juveniles because the nature of this problem leads them to undesirable lifestyles and misbehaviours like truancy, dropping out of school, stealing, violence, prostitution and drug abuse. Travis Hirschi is known as the founder of the social control theory, which holds that individuals become committed to social norms through interactions with people who obey the law. The more numerous these interactions, the fewer opportunities there are to deviate from conventional norms (Giddens and Dunier, 2000:121).

The researcher used this theory to encourage the practitioners and other stakeholders of juvenile justice to combine and use the knowledge and skills obtained in both the formal and informal juvenile systems for addressing juvenile delinquency. The integrated approach of these two systems leads children and young people to conform to social norms at all levels of socialization, such as at home, with peers, at school, in the local community and religious institutions, thereby minimizing the chances of them becoming juvenile delinquents. Accepting adolescents' challenges and providing positive parenting will save them from indulging in criminal behaviours and therefore protect them from juvenile delinquency.

The scriptures in the Bible in Proverbs 22:6 state, "Train up a child in the way he should go and when he is old will not turn from it". Siegel and Welsh (2012) pointed

out that the adolescents' special needs and circumstances should be taken into consideration in society's attempts to tackle juvenile delinquency.

2.3.2 Ecological Theory

Another important theory, which was used in this study to guide the overcoming of the juvenile delinquency problem, is the ecological theory. Generally, the historical development of social work arose from the dual concern for people and their environment. The PIE factor (Person-in-environment) has been an important factor in the social work field because for social workers and other welfare practitioners to ensure the wellbeing of people, they need to determine their environmental influences. Children raised in families where adult members are violent, aggressive and alcoholic or are involved in prostitution, may end up imitating these behaviours. Mizrahi and Davis (2008) suggest that ecological concepts enable social workers to keep a simultaneous focus on people and their environment and their relationships, not only in dealing directly with individuals, families and groups but also in influencing organizations, communities and policy practice.

Urie Bronfenbrenner (1917-2005) developed the ecological systems theory to explain how everything in a child and the child's environment affects how a child grows (Oswalt, 2008). Bronfenbrenner's work introduced levels of the environment that influence a child's development, including the microsystem, mesosystem, exosystem and macrosystem. The macrosystem includes things such as the relative freedoms permitted by the national government, cultural values and the economy, which can affect the welfare of the child either positively or negatively. For example, the way the Tanzanian government permits mass/street commercial video shows in

towns can lead children to engage in juvenile delinquency as they spend too time outside the supervision of parents. Such unregulated freedom can also encourage truancy among children.

Ecological concepts emphasize the reciprocity of person-in-environment exchanges, in which each shapes and influences the other over time. Person-in-environment links people with systems that provide them with resources, services and opportunities (Zastrow, 2010). Through the ecological theory, practitioners may facilitate juveniles to understand the risk factors in their environment, such as bad company or unhelpful peers who may influence them to steal or smoke. Being able to avoid such people may automatically empower them to avoid delinquency. The majority of street children who reach the point of leaving street life and are reunited with their families recover from most criminal behaviours, as the freedom they had on the streets to commit crime has been eliminated. During data collection, the ecological theory was expected to lead the researcher to areas where children are more predisposed to juvenile delinquency, as this theory is concerned with the relationship between a person and his/her environment.

2.3.3 Cognitive Behavioural Theory/Therapy

Cognitive Behavioural Therapy (CBT) is among the important therapeutic approaches that guided this study concerning empowering both juveniles and their parents/guardians to overcome the juvenile delinquency problem. CBT is a type of psychotherapeutic treatment that helps patients understand the thoughts and feelings that influence behaviours. CBT is used to treat a wide range of disorders, including phobias, addiction, depression and anxiety (British Association for Behavioral and

Cognitive Psychotherapies, Mapping Psychotherapy, 2005). Originally, CBT based on the work of Aaron Beck and Albert Ellis, emerged from the observation that people react emotionally and behaviourally to events according to their interpretation of those events. In other words, thoughts (cognition) lead to emotions and subsequent behaviour.

CBT helped the researcher to determine how people perceive things relating to juvenile delinquency and the collaboration among stakeholders involved in addressing the problem that could be achieved. The mentality that respondents of this study might show during data collection would lead the researcher to come up with suggestions or recommendations focusing on enabling people to understand the problem better.

CBT is a therapy used by social workers and other welfare practitioners to facilitate people to change the way they perceive things. For example, a child who has been labelled a thief, drug addict or prostitute may fail to restore the ability that he or she still has to rejoin a school or the skill to work because he or she thinks he or she is no longer useful or worthwhile. The researcher used CBT to encourage all stakeholders to empower children like these to change their mind-set so that they can see that they are able to use their potential and the resources in their environment to manage life. Likewise the parents or guardians who have lost hope for their children can be facilitated by CBT so they can change their mentality and negative attitude to their children. Once they begin to show acceptance and give positive support to their children, the children may recover more easily from their criminal behaviours.

CHAPTER THREE

RESEARCH MATERIALS AND METHODS

3.1 Introduction

This chapter describes different methods and techniques that were used in the research design, data collection, data processing and data analysis as well as showing how the research was conducted scientifically. According to Kothari (2004), research methods show the way of scientifically solving the research problem and the various steps that are generally taken by a researcher in studying his research problem along with the logic behind them. In this chapter the researcher describes the area of the study, research design, sample size and the sampling techniques used, types of data, methods of data collection, instruments of data collection and the methods used for data processing, analysis and presentation.

3.2 Area of Study

The area of study (study coverage) is where the research was conducted. It also shows the nature of the population existing in the area and their socio-economic characteristics. In the case of this particular research study, the area was Ilala Municipality in Dar es Salaam, Tanzania. Ilala Municipality was selected to be the area of research study because it is one of three municipalities of Dar es Salaam, the city that is the most famous in Tanzania. Other municipalities are Temeke to the south and Kinondoni to the north. The 2002 National Tanzania Census states the population for Ilala to be 634,924. The area is 273 square kilometres. Ilala is commonly referred to as “Downtown Dar”, where much of the commerce, banking and national offices are located (URT, 2002).

Another reason for selecting Ilala Municipality as the area of study was due to the fact that it is the one which occupies the city centre of Dar es Salaam, which attracts many young people from poverty-stricken families, including street children, who come to the city to look for a job and other means of living. Some of these children lack care, support and protection and so they are prone to committing crimes. On the streets, they frequently survive by scavenging, begging, stealing or working in the informal sector in low-paid jobs. Some exchange sex for money (REPOA, 2010).

High population density areas like Kariakoo, Jangwani, Vingunguti and Buguruni, which are in Ilala municipality, suggest the high risk of juvenile delinquency due to the social disorganization of people's lives in those areas. Ilala Municipality is in Ilala district where Dar es Salaam Retention Home (at Upanga) and Dar es Salaam Juvenile Court (at Kisutu) are located. These two juvenile justice agencies were expected to support and provide needed data for the research.

3.3 Research Design

Research design can be said to be an arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Rwegoshora, 2006). The research design is not a rigid plan to be followed without deviation, but rather a series of guides to lead the researcher in the right direction. This research study on the integrated approach to addressing juvenile delinquency relied on the descriptive research design because it addressed the research problem and objectives of the study. Using this research approach helped the researcher to analyze and discuss the research data in an accurate manner.

Descriptive design enabled the researcher to obtain data and analyze them in such a way that, they will describe the real situation regarding the study topic. Kothari (2004) maintains that when the purpose happens to be an accurate description of a situation or of an association between variables a suitable design will be one that minimizes bias and maximizes the reliability of the data collected and analyzed. Therefore this type of research (descriptive design) describes social situations, events, systems and structures (Rwegoshora, 2014).

This research study used both quantitative and qualitative data. The aim of using both quantitative and qualitative data was to enable the researcher to study the subject not only in breadth but also in depth. Schaefer (2005) notes that quantitative research collects and reports data primarily in numerical form. While this type of research can make use of large samples, it cannot go into the depth or give details of a topic. That is why researchers also make use of qualitative data that rely on what is seen in the field and natural settings, and often focus on small groups and communities rather than large groups or whole nations. With quantitative data the researcher determined the number of agencies, practitioners and stakeholders that support juveniles in overcoming the delinquency problem. With qualitative data the study determined how the integrated approach among practitioners is effective and how the study shows that to be the case.

3.4 Research Sample

3.4.1 Sample Size

A sample is part of a population, which is studied in order to make inferences about the whole population. Actually during research execution, a sample is obtained from

the target population and sampling frame. The target population includes all units from which information is required. For the target population to be operational, a sampling frame has to be prepared. The sampling frame is the set of all cases from which the sample is actually selected. It should be noted that a sampling frame is not a sample, but rather it is the operational definition of the population that provides the basis for sampling (Rwegoshara, 2006).

In this research study the sample (respondents) was obtained from different categories of persons significant to the juveniles in the municipality of Ilala. These embraced the officers and workers of Dar es Salaam Retention Home (Upanga Remand Home), Kisutu Juvenile Court and local government leaders from five (5) wards in Ilala municipality. Others were police officers from all four (4) police districts in Ilala district and lawyers, especially those dealing with child protection. The researcher expected to involve one hundred (100) respondents in this study. Twenty (20) out of the one hundred (100) respondents were expected to be representatives from government officers or workers from the formal juvenile justice system.

The research study also intended to involve ten (10) parents/guardians of juveniles and twenty (20) leaders/workers of government and private agencies dealing with children working in the informal juvenile justice system. Other respondents expected to be involved in this study were ten (10) community-based activists and forty (40) young people/children including those who are either facing or have experienced juvenile delinquency and those at risk of becoming delinquents.

3.4.2 Sampling Techniques

Sampling is the process of selecting a sample or sample size from the entire population composed of people having the same characteristics to represent the entire population. Limited time, the lack of a large amount of funds, and a population scattered in a very wide geographical area often make sampling necessary (Rwegoshora, 2006).

In order to fulfill the objectives of this study, the researcher used stratified random sampling (cluster/purposive sampling) as the method of sampling because the nature of respondents was expected to be heterogeneous and not homogeneous. It was heterogeneous because the study expected to involve different categories of respondents and therefore the researcher had to select a technique, which would ensure representation of all categories of respondents.

For example the nature of official (formal) juvenile justice system respondents such as government staff working for juvenile court differ from informal system respondents like teachers and local authority leaders but both systems are important for integration to make sense. According to Kothari (2004), if the population from a sample to be drawn does not constitute a homogeneous group, then the stratified sampling technique is applied so as to obtain a representative sample.

The idea of random sampling was also involved in the sense that, after all categories (strata) of respondents were represented (that is respondents from the official juvenile justice system, unofficial juvenile justice system and those children who are facing delinquency or have experienced it), then the respondents could be selected

randomly from each category because they have common characteristics in their respective categories.

3.5 Types of Data

Both primary and secondary data were expected to support this study. Primary data are those facts obtained from the respondents in the field and presented directly by the researcher himself/herself. Secondary data are those facts obtained from second-hand informers, including the information obtained from books, journals, previous research reports, websites and government documents such as Acts, policies and Hansard.

3.6 Methods of Data Collection

The methods of data collection involved in this research study were questionnaires, interviews and focus group discussions. The researcher decided to use more than one method to ensure that all categories of respondents participated well in the study. Some categories of respondents may need a special method of data collection. For instance, the children would participate better in focus group discussions rather than being given questionnaires to fill in. Focus group discussions would allow them to ask for more clarification when they might not understand the questions, an opportunity they would not get with questionnaires.

3.6.1 Questionnaires

Questionnaires as one method of data collection were used, especially for those respondents whose schedules would not allow them enough time with the researcher to have face-to-face discussions or interviews. For example, some government

officials, religious and NGO leaders, who are some of the important respondents of this study might not have enough time to spend with the researcher but could still fill in the questionnaires in their own time. According to Kothari (2004), questionnaires have merits like being less costly when the universe is large and widely spread geographically, free from interviewer bias, easy to reach respondents whose schedules do not favour direct contact and giving enough time for respondents to think of answers.

3.6.2 Interviews

This research study was expected to use interviews as one of the methods of data collection. Through interviews, the researcher got the opportunity to have direct contact with respondents for face-to-face discussions and to ask questions orally. Interviews were given priority where clarification of data was needed, as the respondents were physically available to help. For example, it would be better to interview juveniles and those young people who have experienced juvenile delinquency rather than asking them to fill out a questionnaire, because children may lose the questionnaires, which would lead to violation of confidentiality.

3.6.3 Focus Group Discussions

Focus group discussions were used whereby the researcher managed to organize group discussions with a number of respondents belonging to a certain common category. For example, the researcher could sit with a street gang of young people who have experienced or who are facing delinquency for such discussion and questions. Also the researcher could organize focus group discussion with a juvenile justice agency, like the workers of the retention home, juveniles in the retention

home (after obtaining the Commissioner for Social Welfare's permission) or police staff members.

3.7 Data Processing, Analysis and Presentation

3.7.1 Data Processing

This item enables the researcher to prepare the raw data that would be available after data collection in the field so they can be well understood by readers. Rwegoshora (2006) suggests that the data collected by the researcher from the field by whichever method are in a raw form. They are in a jumbled form and so no inferences can easily be made from them. It is through classification that tabulation and generalization can be made. Data processing also involves editing, categorizing the open-ended questions, coding, computerization and preparing tables and diagrams. The researcher intended to use Microsoft Excel to process the data.

3.7.2 Data Analysis

Data analysis refers to the computation of certain measures along with searching for patterns of relationships that can exist in the data. For example, in analyzing the effectiveness of the integrated approach to addressing juvenile delinquency, the researcher planned to use both quantitative and qualitative data during the research execution. He aimed to discover the number of both official juvenile justice agencies and unofficial agencies as well as the number of juvenile crimes (quantitative data) but the more impressive information would be on whether the integrated approach is strong or weak in overcoming the delinquency problem (qualitative data). The aim of data analysis was to check whether the data collected from the field satisfied the research objectives and answered the research questions.

3.7.3 Data Presentation

Presentation of the report is the final stage of the research, and its purpose is to convey to interested persons the results of the study in sufficient detail and to arrange them so that every reader is able to comprehend the data and determine the validity of the conclusion (Rwegoshora, 2006). The researcher in this proposal determined the methods that would be used to present the research findings after data collection, process and analysis. Presenting the research findings is one of the challenging aspects of research because people would like to know the results and the practical and policy implications of the study. The research findings had to be presented in relation to the research objectives that were set in chapter one of this research study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter consists of the presentation, analysis and interpretation of data, and discussion of the research findings. The research sought to examine the integrated approach to addressing juvenile delinquency in Tanzania, a case study of the Ilala Municipality in Dar es Salaam region. Data collection methods that the researcher used were interviews, questionnaires and focus group discussion.

After collecting the data, the researcher went through the questionnaires, the responses to the interviews and focus group discussions to sort out and reduce the information collected into manageable proportions. Rwegoshora (2006) pointed out that data reduction or processing mainly involves various manipulations that are necessary for preparing the data for analysis. The initial process, as shown in this chapter, was done manually because of the nature of this research being a mainly qualitative one. The researcher edited the data schedules, categorizing the open-ended questions and finding patterns in the answers to those questions, which were also related to the research questions described in chapter one.

4.2 Categories of Respondents (Representatives of the Study)

Generally the respondents for this research study were obtained through consulting officials and staff workers working in the formal juvenile justice system, those working in the informal juvenile justice system, the juveniles themselves, parents, guardians and community-based activists. Personnel in the formal juvenile justice

system involved the social welfare officers responsible for juveniles, welfare assistants and caregivers at Dar es Salaam Remand Home and probation officers who are also social welfare officers at Kisutu Juvenile Court. Others included the police, especially those assigned responsibilities under the police desk for gender and children. Informal juvenile justice system stakeholders include all officers and workers in social institutions, departments and organizations dealing with children outside the formal system, whether in the public or private sector. These are social welfare officers at the level of wards and the municipality, local government leaders from “mtaa” (sub-ward) and the municipality, teachers from various schools, religious leaders, practitioners of NGOs, CBOs and FBOs as well as those working with children’s international organizations like UNICEF.

Respondents to represent children and young people were obtained from two different categories. The first category comprised the juveniles who were encountered in the formal juvenile justice system during data collection as well as two boys who had been in the remand home in the past. Those children were consulted after the researcher obtained the official consent of the Commissioner for Social Welfare and the Officer in charge of Dar es Salaam Remand Home. The other category comprised pupils/students from various schools and children in organizations dealing with children at risk in Ilala Municipality.

To obtain the second category the researcher sent a consent letter from his university (the Open University of Tanzania) to the Municipal Director of Ilala Municipal Council and the organizations concerned to obtain their official consent. In order to observe clients’ self-determination as a principle of social work, the children were

also asked for their consent to take part in the study before commencing data collection. The office of the Inspector General of Police (IGP) gave consent for the researcher to consult any police officer or staff within Ilala Police Region. However, the IGP consent letter had to be first passed by the Dar es Salaam Police Zonal Commander before reaching the RPC for Ilala Police Region.

A total of one hundred (100) respondents were involved in this study, through interviews, questionnaires and focus group discussion. The categories (strata) of respondents that were involved in the study are shown in the Table 4.1.

Table 4.1: Research Respondents involved in the Study by Frequency Percentages

Respondents	Expected no. of Respondents	Actual no. of Respondents involved				Total Frequency	Total %
		Formal system		Informal system			
		Frequency	%	Frequency	%		
Government leaders/staff	20	18	18	20	20	38	38
Private sectors leaders/staff	20	-	-	12	12	12	12
Children/young people	40	10	10	30	30	40	40
Parents, guardians, activists	20	-	-	10	10	10	10
TOTAL	100	28	28	72	72	100	100

Source: Research Data, 2014

During data collection among juveniles and other children, gender was considered. The research involved five (5) boys and three (3) girls from the remand home. Their age ranged from ten (10) to seventeen (17) years old. Of the nine (9) pupils from

Maarifa Primary School Gongo la Mboto, four (4) were boys and five (5) were girls. At Mnazi Mmoja Primary School, of the seven (7) respondents, four (4) were boys and three (3) were girls. Generally the age range of primary school pupils involved in the study was from eleven (11) to sixteen (16) years old. Mnazi Mmoja Secondary School involved three (3) boys and two (2) girls as respondents. The study also involved three (3) former street boys and two (2) boys who have been in custody as juveniles.

The researcher visited three social agencies that deal with children in difficult circumstances. The visited agencies were KIWOHEDE, Safina Street Network and Mwana Orphans Centre. KIWOHEDE is situated at Buguruni Malapa and specializes in assisting girls at risk. Safina Street Network (SSN) was visited at Mnazi mmoja and Upanga offices. SSN is an FBO oriented more to rescuing street boys, although in special conditions it also serves street girls. Mwana Orphans Centre is situated at Vingunguti Mtakuja. Four (4) boys from SSN were involved as respondents of this study while KIWOHEDE and Mwana Orphanage offered some of their staff to take part in the study.

4.3 Methods of Data Collection

Forty-six (46) out of one hundred (100) respondents involved in this research study filled in a questionnaire, twenty-two (22) respondents were interviewed and thirty-two (32) took part in focus group discussions. The Figure 4.1 summarizes the presentation of respondents' data in relation to the methods used to collect them in percentages.

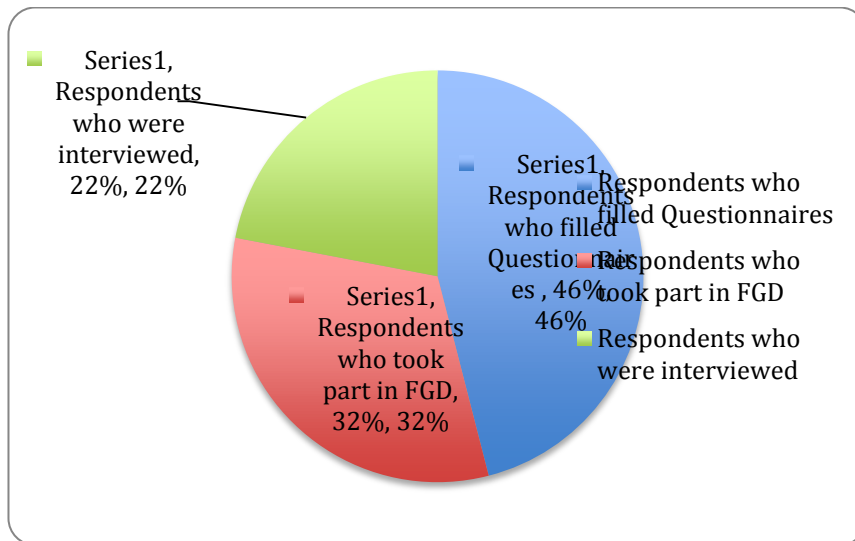


Figure 4.1: Methods of Data Collection – Respondents by Percentages

Source: Research Data, (2014)

4.3.1 Questionnaire Respondents

The respondents who participate in this research study through filling in questionnaires were obtained from five (5) categories, the total of which was forty-six (46). The Table 4.2 presents the summary;

Table 4. 2: Questionnaire Respondents by Frequency Percentages

Respondents	Frequency	Percentage (%)
Government officers/staff (Formal Juvenile Justice System)	11	11
Government officers/staff (Informal Juvenile Justice System)	18	18
Private sector staff (NGOs, CBOs, FBOs, religious institutions)	6	6
Community-based activists	5	5
Children/young people	6	6
Total respondents involved through questionnaires	46	46

Source: Research Data, (2014)

Questionnaires to be filled in were given to eleven (11) government leaders/staff working in the formal (official) juvenile justice system. For the sake of this study the official/formal juvenile justice system involved those staff workers and officers at the Commissioner for Social Welfare's office responsible for juvenile justice and behaviour correction, those working for the remand home and, juvenile court and the police staff responsible for the police desk for gender and children.

There were eighteen (18) other government staff respondents involved in the study through filling in questionnaires. These are the government officers/staff significant to the juvenile justice and behaviour correction of children but in the informal system for they are not directly working for the formal juvenile justice system. These are social welfare officers at the level of councils (ward and municipal councils), teachers at government schools, local government leaders of ten-households leaders (in Dar es Salaam commonly known in Swahili as "Mjumbe") to ward executive officers (WEOs), community development officers (CDOs), and municipal attorneys.

Six (6) private agency workers, including those working with NGOs, CBOs and FBOs relating to children's rights and welfare filled in questionnaires. Other respondents involved in this study through the questionnaire method were six (6) children/young people and five (5) community-based activists.

4.3.2 Interviewed Respondents

The interviewed respondents were obtained from six (6) different strata and in total, as explained above, they were twenty-two (22). The Table 4.3 presents those categories (strata) and the number of respondents that participated in each category.

Table 4.3: Interviewed Respondents by Frequency Percentages

Respondents	Frequency	Percentage %
Government staff (formal juvenile justice system)	4	4
Government staff (informal juvenile justice system)	2	2
Private sector NGOs, CBOs, FBOs and Religious institutions	6	6
Parents	3	3
Community-based activists	2	2
Children/young people	5	5
Total	22	22

Source: Research Data, (2014)

Those interviewed who were government employees were six (6). Out of those six (6), four (4) were respondents from the formal juvenile justice system, including social welfare officers working with the Commissioner for Social Welfare's office, the division of juvenile justice and correctional services and the police staff assigned responsibilities under the police desk for gender and children. The other two (2) government officers interviewed were the social welfare officers at Ilala Municipal Council (IMC) office.

The interview method was also used to obtain data from six (6) leaders/staff workers from NGOs and religious institutions. The researcher identified this sub-category as private sector workers. Other interviewed respondents were three (3) parents of juveniles, two (2) community based activists, two (2) boys with experience of living in the retention home and two (2) boys with experience of living on the streets in Dar es Salaam city.

4.3.3 Focus Group Discussion Respondents

The respondents involved in this study through taking part in focus group discussion were obtained from four (4) different categories. The table below shows those categories and number of respondents in each category.

Table 4.4: Focus Group Discussion Respondents by Frequency Percentages

Respondents	Frequency	Percentage (%)
Government officers/staff	3	3
Juveniles at retention home	8	8
Children at primary school	16	16
Young people at secondary school	5	5
Total respondents involved through FGD	32	32

Source: Research Data, 2014

The researcher preferred to use focus group discussion with the children as the method gives them the chance to ask questions when they fail to understand clearly. It also enables them to link and improve the ideas of the members during the discussion. This method involved a group of eight (8) juveniles of the Dar es Salaam Remand Home, two different groups of pupils from two primary schools and one group of students from a secondary school. All schools involved in the study are situated in Ilala municipality. Police staff of the Central Police Station in Dar es Salaam city formed the other focus group discussion. It was an interesting experience, as the police staff themselves preferred this method to the others because it enabled them to share their experience with the researcher.

4.4 Analysis and Discussion of Findings

This section analyzes and presents the responses that were obtained from the respondents of this research study based on the research questions described in

chapter one. In discussing the findings, this section displays how the respondents interpreted the research questions. Discussion of findings also involves comparing the actual data obtained from the respondents with what was expected from the theories used, social work professional values and principles. Data analysis and presentation through tables in this section are given according to the five (5) different groups of respondents involved in the study.

Group A represents officers and workers in the formal juvenile justice system. These are social welfare officers and other staff including caregivers and welfare assistants working directly with the division of juvenile justice and correctional services under the Commissioner for Social Welfare's office, Dar es Salaam Remand Home and Kisutu Juvenile Court. Others are the police officers and staff working for the Police Desk for Gender and Children, Criminal Investigation Department (CID) and community police.

Group B represents the juvenile respondents at Dar es Salaam Remand Home, who were involved with the consent of the Commissioner for Social Welfare, and the Officer in charge. There were also two (2) respondents involved under this group who are former custodians and former street children. Group B participants (the juveniles) supported the researcher by using the idea of client self-determination, which is among the principles of social work.

Group C represents the adult respondents from the informal system of juvenile justice. These are regarded as informal staff of juvenile justice because they are

significant to the behaviour change of juveniles but are not working directly in the official juvenile justice system. These are social workers working with councils, leaders/staff workers of NGOs, FBOs and CBOs dealing with children's welfare, teachers, local government leaders and religious leaders. Group D represents children and young people other than juveniles. The researcher regards this group as informal for they were encountered in the informal juvenile justice system.

Children and young people (of group D) were given room to participate in the study because of their potential. Although not regarded as juveniles in the formal system of juvenile justice, they could be involved as informal juveniles due to the delinquencies that occur daily at home, school, on the streets or in their local community. Juvenile issues occurring in this environment are just handled informally without being taken to the police or juvenile court. Those children were also involved in the study because they are children just like those taken to the formal system of juvenile justice and therefore could take part in self-determination. Group E represents the juveniles' parents and guardians and the community-based activists involved in the study.

4.4.1 Factors influencing Juvenile Delinquency in Tanzania

The Table 4.5 presents, in summary, the factors influencing juvenile delinquency in Tanzania as suggested by the respondents of this study. According to this study, fifty-nine (59) out of one hundred (100) respondents involved mentioned peer influence to be the reason why children engage in juvenile delinquency. Eight (8) out of ten (10) juveniles believed that peer influence is among the major reasons for

juvenile delinquency, while twenty two (22) out of thirty (30) other children reached at schools and care centres believed the same.

Table 4.5: Factors Influencing Juvenile Delinquency – Respondents Responses by Groups and Percentages

Answers' Patterns	Respondents' Responses						
	Group A	Group B	Group C	Group D	Group E	Total Respondent	Total %
Peer pressure	10	8	12	22	7	59	59
Poverty of the household	8	5	16	7	8	44	44
Poor parenting	10	2	11	11	8	42	42
Temptations	7	2	10	8	2	29	29
Failure of traditional parenting	5	1	10	3	4	23	23
No. of respondents involved	18	10	32	30	10	100	100

Source: Research Data, (2014)

Another factor influencing juvenile delinquency, which ranked second, was poverty of the household, as the respondents said it causes children to engage in criminal behaviour like theft and commercial sex. Forty-four (44) out of one hundred (100) respondents mentioned poverty of the household as a factor influencing juvenile delinquency. Eight (8) out of ten (10) respondents from group E (parents and activists) mentioned poverty of household as the cause of the juvenile delinquency problem.

Poor parenting was another factor influencing juvenile delinquency that was pointed out by the respondents. Forty-two (42) respondents among the one hundred (100) responded to the poor parenting factor. Amazingly, only two (2) juveniles out of the ten (10) involved believed that poor parenting was a factor influencing juvenile delinquency.

On the other hand, the parents and activists group was the one with the highest number of respondents that supported poor parenting as the cause of this problem, as eight (8) out of ten (10) mentioned poor parenting. Other factors mentioned by the respondents that influenced juvenile delinquency were temptations, suggested by twenty-nine (29) respondents, equivalent to 29%. Twenty-three (23) respondents, equivalent to 23%, mentioned failure of the traditional model of bringing up children to be among the factors influencing juvenile delinquency.

Generally, twelve (12) children mentioned rebellious behaviours as a reason for juvenile delinquency and it was interesting as they determined this themselves, for only four (4) adult respondents supported this reason. Abusive relationships, especially concerning sexuality, were mentioned as one of the reasons for juvenile delinquency, which was discussed when the researcher held focus group discussions with police staff, students, juveniles in custody and children living in centres.

Almost all the groups raised it and it was said to be a growing problem in many communities. Police staff mentioned street children as the group mostly affected by this factor as some engage in commercial sex just to get food and some are being forced to do so by their fellows.

4.4.2 Indicators of Juvenile Delinquency

The respondents of this study provided five (5) major indicators of juvenile delinquency in society. The table below shows those indicators and the responses of the five groups (categories) of respondents;

Table 4.6: Indicators of Juvenile Delinquency – Respondents Responses by Groups and Percentages

Answers' patterns	Respondents' responses						
	Group A	Group B	Group C	Group D	Group E	Total respondents	Total %
Offensive social environment	13	5	14	13	8	53	53
Theft	6	7	13	21	2	47	47
Prohibited behaviours	5	6	9	17	6	43	43
Truancy	4	4	5	6	2	21	21
Rebellious behaviours	4	1	3	6	3	17	17
Total No. of respondents	18	10	32	30	10	100	100

Source: Research Data, (2014)

This research study found that fifty-three (53) out of one hundred (100) respondents said that the offensive social environment was one of major indicators of juvenile delinquency. By offensive environment the respondents meant undesirable gatherings like street gangs that involve smoking or discussion of destructive matters as well as the tendency of children and young people to visit prohibited areas or being found outside their homes at night without good reasons. Forty-three (43) respondents, equivalent to 43%, believed that the tendency of children to engage in prohibited behaviours like smoking and taking drugs are an indicator of juvenile delinquency. 47% of respondents agreed that theft was one of the major indicators of juvenile delinquency, and seven (7) out of ten (10) juveniles involved supported the indicator.

Other factors, which indicate the presence of juvenile delinquency in our communities suggested by respondents, were truancy supported by twenty-one percent (21%) and rebellious behaviour such as violence, supported by 17%.

4.4.3 Important Stakeholders in Addressing Juvenile Delinquency

The respondents of this study attempted to mention eight (8) stakeholder groups whom they believe to be important in facilitating an integrated approach to addressing juvenile delinquency in Tanzania. The Table 4.7 shows those stakeholder groups in ranking according to percentage scored by each group.

Table 4.7: Important Stakeholders in Addressing Juvenile Delinquency – Respondents Responses by Groups and Percentages

Answers' Patterns	Respondents' Responses						
	Group A	Group B	Group C	Group D	Group E	Total respondents	Total %
Parents	18	4	18	24	10	74	74
Local government leaders	11	5	25	19	7	67	67
Community around people (neighbours)	11	2	13	16	3	45	45
Religious leaders/counsellors	3	8	17	8	8	44	44
Teachers	8	3	8	19	6	42	42
Police staff	10	5	11	12	4	42	42
Social workers	8	5	12	11	4	40	40
NGO staff	5	3	14	6	5	33	33
No. of respondents involved	18	10	32	30	10	100	100

Source: Research Data, (2014)

In relation to the research questions in chapter one, the respondents were able to mention the stakeholders they believe are important in assisting those children and young people engaged in the problem to overcome it. Seventy-four (74) respondents, equivalent to 74%, said that parents were among important stakeholders because they are the ones primarily involved in bringing up their children since their childhood. All eighteen (18) respondents from group A (formal juvenile justice system staff) mentioned parents as the major stakeholders. Again all ten (10) respondents from Group E (parents and activists group) believed the same.

The second category of stakeholders mentioned by the respondents was local government leaders, comprising sixty-seven percent (67%). Twenty-five (25) out of thirty-two (32) respondents of Group C (officers and staff workers of the informal juvenile justice system) agreed that local government leaders are among the key stakeholders in addressing the juvenile delinquency problem. Community people around where the children live were suggested as important stakeholders in empowering children and young people so as to prevent them from engaging in juvenile delinquency. Forty-five (45) respondents among one hundred, which is equivalent to 45%, suggested that community people around are key stakeholders. They said that these people have a special opportunity because they are close to the children and their families and so they can give advice to them or their parents in an effort to overcome the juvenile delinquency problem.

According to the respondents of this study, other important stakeholders in addressing juvenile delinquency are religious leaders and FBO practitioners, who were supported by 44 participants, equivalent to 44%. Teachers at various schools were supported by 42% and police staff scored 42%. Forty (40) respondents believed that social workers are important stakeholders in overcoming the juvenile delinquency problem.

During the focus group discussion with primary school pupils of Maarifa Gongo la Mboto, the children mentioned newsmen as very important stakeholders in overcoming the problem, for the newsmen can discover hidden issues existing in our communities. Other stakeholders mentioned by respondents are the staff workers

working with NGOs and CBOs dealing with children, lawyers, prison staff (as some juveniles are kept in prison due to the shortage of remand homes) and medical personnel in cases like sexual abuse occurring among children.

4.4.4 Efforts being made by the Formal Juvenile Justice System to Address Juvenile Delinquency

There were measures that the respondents of this study mentioned as the efforts of the official (formal) juvenile justice system alone to address juvenile delinquency, some of which allow for some integration with the informal system. The Table 4.8 summarizes those efforts by the formal juvenile justice system.

Table 4.8: Efforts being made by Formal Juvenile Justice to Address Juvenile Delinquency - Respondents Responses by Groups and Percentages

Answers' Patterns	Respondents' Responses						
	Group A	Group B	Group C	Group D	Group E	Total respondents	Total %
Establishment and running of remand homes, Juvenile courts and Approved school	8	9	9	16	6	48	48
Efforts to extend the DSW	8	9	7	7	4	35	35
Introducing Police Desk for Gender and Children	11	1	9	10	3	34	34
Behaviour rehabilitation and teaching life skills to juveniles	7	1	15	10	-	33	33
No good strategies	-	1	5	3	3	12	12
No. of respondents involved	18	10	32	30	10	100	100

Source: Research Data, (2014)

Forty-eight (48) respondents out of one hundred (100) involved in the study acknowledge the efforts of the government to establish and run remand homes, the juvenile court at Kisumu and the Approved School of Mbeya as important initiatives to facilitate behaviour change/rehabilitation among juveniles who pass through the formal (official) juvenile justice system. The researcher found it interesting that nine

(9) out of ten (10) respondents involved from Group B (the juveniles in the remand home) supported the same idea, despite the fact that they lose their freedom when they are in custody. Thirty five (35) respondents, equivalent to 35%, of all respondent believed that the effort of the government to expand the services offered by social workers to reach ward level was a good strategy for addressing juvenile delinquency. Again nine (9) respondents out of ten (10) juveniles involved supported the idea.

Another important initiative by the formal juvenile justice system suggested by the respondents was the introduction of the police desk for gender and children in the Tanzania police force. 34 respondents, equivalent to total 34%, supported this idea. Other efforts by the official juvenile justice system that were mentioned by the respondents include 33% who suggested behaviour rehabilitation and teaching life skills to juveniles and the establishment of child protection committees at the grassroots level of “Mtaa” (the sub-ward area).

Only seven percent (7%) of the respondents mentioned family reunification for juveniles released from custody and street children who become willing to rejoin their families as an important strategy for overcoming juvenile delinquency. They said that street children are not necessarily criminal offenders, but it is a group that is normally at risk of conflicting with the law as they may be easily influenced to commit crime. Twelve (12) respondents, equivalent to 12%, believed that there are no good strategies within the formal juvenile justice system for overcoming juvenile delinquency.

4.4.5 Efforts being made by the Informal Juvenile Justice System to Address Juvenile Delinquency

Like the formal juvenile justice system, the respondents outlined five (5) major efforts they believed are being made by stakeholders of the informal juvenile justice system to address the juvenile delinquency problem. These efforts are not necessarily integrated with the formal juvenile justice system. The Table 4.9 summarizes this.

Table 4.9: Efforts being made by the Informal Juvenile Justice System - Respondents Responses by Groups and Percentages

Answers' Patterns	Respondents' Responses						
	Group A	Group B	Group C	Group D	Group E	Total Respondents	Total %
Behaviour rehabilitation by social agencies	6	8	22	7	8	51	51
Religious/spiritual counselling	2	9	17	11	7	46	46
Traditional way of raising children	2	3	8	23	2	38	38
Efforts by social workers and para-social workers	8	7	7	8	3	33	33
School rules and regulations	2	2	7	12	6	29	29
No. of respondents involved	18	10	32	30	10	100	100

Source: Research Data, 2014

Among the one hundred respondents involved in this research fifty-one (51) respondents, equivalent to 51%, said behaviour change and rehabilitation is among the major contributions of the agencies helping children overcome juvenile delinquency. 22 respondents out of 32 from Group C (officers and staff working with informal agencies helping children and local government leaders) supported this idea. Forty-six (46) respondents, equivalent to 46%, believed that religious institution leaders/staff have made a major contribution to dealing with juvenile

delinquency through spiritual counselling. Only two (2) respondents out of eighteen (18) involved from the formal juvenile justice staff believed in the contribution of religious institution leaders.

Thirty-eight (38) respondents (38%) suggested that the remaining traditional model of bringing up children was among the efforts made by informal stakeholders to address the juvenile delinquency problem. Thirty-three (33) respondents (33%) mentioned social workers as key persons for facilitating behaviour change of the juveniles as well as preventing the children from becoming delinquent.

During focus group discussions with police staff and with children, the participants emphasized that social workers are the stakeholders who can stand in the middle between the two systems (formal and informal juvenile justice systems). They said that social workers are trained to acquire skills that they could use to link the two systems, as their profession allows them to work with nearly all other stakeholders. Other respondents who were involved through being interviewed supported the idea.

Other efforts mentioned by the participants of this study include 29% who suggested that school rules are important for making children and young people conform to desirable behaviours. Social education given to society on how to handle their children including juveniles is another effort suggested by the respondents, as they said that training and seminars offered to communities by informal juvenile justice stakeholders contribute a lot to overcoming juvenile delinquency. 29% respondents also supported this idea.

4.4.6 Collaborative Efforts Efforts by both Formal and Informal Juvenile

Justice Systems

In order to identify the integrated approach to addressing juvenile delinquency in Tanzania, the researcher asked the respondents whether collaborative efforts are currently being made by the two systems (formal and informal juvenile justice systems). Their responses helped the researcher to identify the gap if any and to justify conducting the study if the gap was realized. The respondents mentioned five (5) major efforts they believed are being made collectively by both the formal and informal juvenile justice systems. The Table 4.10 shows in summary the collaborative efforts made by the two systems.

Table 4. 10: Collaborative Efforts made to Address Juvenile Delinquency - Respondents Responses by Groups and Percentages

Answers' Patterns	Respondents' Responses						
	Group A	Group B	Group C	Group D	Group E	Total Respondents	Total %
Capacity-building programmes	7	-	12	20	1	40	40
Informal stakeholders visiting retention homes	2	9	5	11	4	31	31
Collaboration through MVC committees	9	-	8	4	2	22	22
Working relationship between Informal stakeholders and Police	8	-	4	4	1	17	17
Governmental and NGOs partnership in overcoming street children problem	1	-	7	3	-	11	11
No. of Respondents involved in the study	18	10	32	30	10	100	100

Source: Research Data, (2014)

Among the efforts that the respondents mentioned as a collaborative measure by the two (formal and informal) juvenile justice systems is capacity building through seminars, meetings, discussions and workshops. Forty respondents, equivalent to 40%, believed that when stakeholders of both systems meet together and discuss

strategies for overcoming juvenile delinquency is among the ways that link the two systems. Thirty-one respondents, equivalent to 31%, supported the initiative used by retention homes to welcome the input of informal stakeholders, such as spiritual counsellors, good Samaritans and parents of the juveniles. They said that when these stakeholders were allowed to visit retention homes that contribute to behaviour change of the juveniles.

Twenty-two percent (22%) respondents mentioned child protection committees as one integrated strategy for they embrace stakeholders from both juvenile justice systems. The committees, according to the interviewed respondents, involve social workers, local government leaders, community development officers, para-legal practitioners, educational coordinators and health officers at the ward and municipality level.

The respondents mentioned the intervention of the police desk for gender and children to be among the collaborative initiatives as the policemen do not work alone but involve parents of the children (or relatives), social workers for social intervention, lawyers, local government leaders, teachers and others, depending on the nature of the juveniles' cases. 17% of respondents supported the idea of the police desk. The participants also believed that the effort of the two systems to overcome the street children problem should be considered to be collaborative one, which was supported by 11% of the respondents.

Nine (9) respondents explained that the contribution made by Amana One Stop Centre was among the collaborative efforts, for the centre involves a social worker, a

doctor, a police staff member, a nurse and a lawyer to intervene at once when a client such as abused child is brought there. The strategy ensures that all necessary services are available at one station so as to ensure the welfare of the client but also to protect the evidence that may be lost if the service takes a long time to go through. Three probation officers at the Kisutu Juvenile Court, who are also social welfare officers, supported the idea of Amana One Stop Centre. They said this centre helps them a lot when they prepare a social inquiry report (SIR). It was said to involve parents and other people significant to the juvenile.

Although there were good initiatives on collaborative efforts explained above by the respondents, only one initiative (capacity building) was supported by all the respondents as the other initiatives were supported by only 31 percent and below. With reference to Table 4.10, Group B (the juveniles) supported only one initiative of collaborative efforts made by the formal and informal juvenile justice systems. They supported the efforts of informal stakeholders like parents, religious leaders and good Samaritans who visit the juveniles in retention homes to assist the formal stakeholders in correcting the juveniles' behaviour. Amazingly, nine (9) out of ten (10) juveniles supported this idea, while only two (2) out of eighteen (18) respondents from Group A (official/formal officers or staff of juvenile justice system) believed in this idea although the retention homes are within their system.

Generally these explanations give a clue that there is a gap between the two systems and hence the need for working more for an integrated approach to addressing the juvenile delinquency problem in Tanzania.

4.4.7 Challenges facing the Integration of Formal and Informal Juvenile

Justice Systems

The respondents of this study declared six (6) major challenges they believed were factors limiting the integrated approach to addressing juvenile delinquency in Tanzania. The Table 4.11 summarizes the issues mentioned by the respondents as challenges facing the collaboration between the formal and informal juvenile justice system.

Table 4.11: Challenges facing the Integration of the Formal and Informal Juvenile Justice Systems - Respondents Responses by Groups and Percentages

Answers' Patterns	Respondents' Responses						
	Group A	Group B	Group C	Group D	Group E	Total Respondents	Total %
No clear link between the two systems	7	9	19	21	5	61	61
The nature of the two systems differs much	6	10	12	17	4	49	49
Informal system not well developed	14	1	7	4	3	29	29
Govt. not allocating enough funds	9	1	12	-	2	24	24
Police Desk not well prepared	4	2	1	8	1	16	16
Poor cooperation of parents	7	1	2	2	2	14	14
No. of respondents involved	18	10	32	30	10	100	100

Source: Research Data, (2014)

This research study found that sixty-one (61) out of one hundred (100) respondents involved believed that there is no clear link between the two systems (the formal and the informal juvenile justice systems). All five (5) groups involved in the focus group discussion (32 participants) told the researcher that the problem of juvenile delinquency is not even well addressed by the community. They said there are many cases of children and young people conflicting with the law in their community but

the informal juvenile justice stakeholders like parents, local government leaders, teachers and the surrounding people are not prepared to intervene. They also pointed out that the two systems do not really cooperate.

The formal system, according to these respondents, which should have the knowledge and skills to deal with delinquency, seems to deal with only a small part of the problem. They said that the informal system is the one dealing with the majority of juveniles as not all cases of juveniles are sent to the police or court. Therefore, they added, if there was a good link, the formal system could use the opportunity to empower the other. Forty-nine (49) participants involved out of one hundred (100), equivalent to 49%, mentioned the different nature of the two systems (formal and informal juvenile justice system) as a challenge. They said that the stakeholders of the formal system are informed about juvenile delinquency as they assume that it is their responsibility as it is included in their scheme of service.

On the other hand, most of these respondents said that the informal system stakeholders, like parents, teachers, religious leaders, local government leaders and workers of organizations dealing with children, have other responsibilities they concentrate on rather than dealing with changing the behaviour of juveniles. During focus group discussion with Mnazi Mmoja Primary School pupils, the group argued that teachers fail to give enough time to deal with changing the behaviour of a pupil showing the tendency of stealing others' property because their main role is to teach. All ten (10) juvenile respondents involved in the study insisted that the different nature of the two systems is the major factor hindering integration, thereby leading to the failure to overcome the problem of juvenile delinquency.

Twenty-nine (29) respondents out of one hundred (100), equivalent to 29%, said the informal juvenile justice stakeholders are not well prepared to handle juvenile delinquency issues. Sixteen percent (16%) said that the police desk for gender and children lacks social work skills for handling issues of juveniles, especially those requiring social intervention. It was interesting that among the respondents of Group A (formal juvenile justice staff) this idea was raised by four (4) respondents who were all police staff. Only one (1) respondent from the informal staff and only one (1) respondent from Group E (parents and activists) suggested this weakness. This gave a clue that the police desk may be not well known in the society.

Fourteen (14) participants out of one hundred (100), equivalent to 14%, mentioned the lack of cooperation of parents and relatives of the juveniles to be a problem. During interviewing police staff, one respondent who is in charge of the police desk at Buguruni Police Station said that sometimes parents bring their children to the police desk or to social welfare officers of the councils to ask for their assistance in overcoming their criminal behaviour, but they decide to terminate the service contract before the integrated intervention is over. She added that the parents who continue with the process achieve their goal. For example, she said that the police desk at Buguruni Police Station has worked together with parents and teachers to assist primary pupils with the problem of truancy and to great extent they managed to overcome it.

Eight (8) respondents out of eighteen (18) formal juvenile justice staff involved in the study mentioned the problem of shortage of juvenile facilities like remand homes and juvenile courts. The police staff involved in focus group discussion said that the

police lock-ups where offenders stay temporarily as they await being taken to court and adult prisons where some juveniles are kept due to the shortage of retention homes are not conducive for them. They said that, when children are kept in custody in places not designed for them, it exposes them to the risk of learning about more offensive characteristics or to sexual abuse. They said that some juveniles have even sold their bodies in terms of allowing adult offenders to abuse them sexually in order to get more food in the prisons.

4.4.8 The Efforts that could be made by Respondents of this Study to Improve Integration between the Formal and Informal Juvenile Justice System

As one way of encouraging the active participation of the respondents, they were asked to share their own efforts or contributions they could make to strengthen or impose the integrated approach to addressing juvenile delinquency. The Table 4.12 shows in summary the efforts that respondents believed they could make to contribute to an improvement in the integration of the informal and formal system of juvenile justice.

Table 4.12: Respondents' Efforts to Improve Integration between the Formal and Informal Juvenile Justice Systems - Respondents Responses by Groups and Percentages

Answers' Patterns	Respondents' Responses						
	Group A	Group B	Group C	Group D	Group E	Total Respondets	Total %
Advocate for proper integration	7	-	13	9	3	32	32
Encourage more therapeutic interventions than punitive ones	-	10	3	10	2	25	25
Offer training, seminars, advice	9	-	11	-	1	21	21
Teaching life skills to juveniles	2	1	6	8	2	19	19
Advocate for behaviour change	1	7	-	10	-	18	18
No. of respondents involved	18	10	32	30	10	100	100

Source: Research Data, (2014)

The study gave a chance to the subjects involved in all three methods of data collection (interviews, questionnaires and focus group discussion) to determine whether or not their own efforts can contribute to improving integration of the formal and informal juvenile justice systems. Thirty-two percent (32%) of respondents, including 7% from the formal staff respondents, said they could advocate for proper integration because they know the important stakeholders of both systems in overcoming juvenile delinquency. Twenty-five (25) respondents out of one hundred (100), equivalent to 25%, said they could encourage stakeholders of both systems to use a more therapeutic approach when dealing with juveniles.

All ten (10) juveniles involved in the study supported the idea that both systems of juvenile justice should be encouraged to use the therapeutic approach, which they believe gives better results than the punitive approach. They said that sometimes children engage in criminal behaviour unknowingly or just because of peer influence, and when parents, teachers and other stakeholders including policemen use a harsh approach they get confused and may become even wilder. They compared this with the incidences of “panya road” (road rat saga that occurred in different parts of Dar es Salaam city in December, 2014). During focus group discussions with the other two groups of youngsters, these children and young people supported this idea too.

One of the research participants said, ‘when society ignores the life challenges of children and treats them using an embarrassing approach, this is when the problem of “panya road” begins because they decide to rebel as they don’t see love from those people they should depend on’. Concerning the “panya road” saga the activists who

were interviewed during the study said that labelling young people in that way is bad because it separates them from society and therefore builds a shrub (in Swahili “kichaka”) where they can hide and continue planning criminal activities.

Nine (9) respondents out of eighteen (18) from Group A (formal juvenile justice staff), eleven (11) respondents out of 32 (thirty two) informal juvenile justice staff and one (1) parent said they can use their knowledge and skills to offer training, seminars and advice to other stakeholders so as to improve the integration of the formal and informal juvenile justice systems. Seventeen (17) percent of all respondents said they could take part in teaching life skills to juveniles and other groups of children so as to empower them and enable them to overcome juvenile delinquency. Five (5) juveniles involved in focus group discussion said they would use their experience from being in custody to encourage their community to use more spiritual counselling as they found it helped them to change.

Generally, the low percentage (32 and below) that the respondents gave themselves in contributing to the integrated approach to addressing the juvenile delinquency problem is an indicator that the approach is still complex or is not well known. This showed the researcher the gap that needed to be filled by this study.

4.4.9 Suggested Measures to Improve Integration of the Formal and Informal Juvenile Justice Systems

The participants of this research study got an opportunity to suggest measures to be taken by different stakeholders to ensure the better integration of the formal (official) and informal juvenile justice systems. The Table 4.13 shows in summary the

measures that were suggested by the research subjects to improve integration of the formal and informal juvenile justice systems.

Table 4.13: Suggested Measures to Improve the Integrated Approach to Addressing Juvenile Delinquency - Respondents Responses by Groups and Percentages

Answers' Patterns	Respondents' Responses						
	Group A	Group B	Group C	Group D	Group E	Total Respondents	Total %
Capacity building	16	9	20	23	3	71	71
Raising Awareness of integration	11	9	22	17	4	63	63
Reaching out to children by both systems	7	9	8	12	3	39	39
Social workers to become focal persons in integration process	4	2	5	8	4	23	23
Therapeutic interventions to be used by both systems	-	-	2	11	-	13	13
Social work education to empower police staff	7	-	3	-	-	10	10
Introducing special behaviour rehabilitation centres	-	5	1	2	-	8	8
Introducing school social work	3	-	2	-	1	6	6
No. of respondents involved	18	10	32	30	10	100	100

Source: Research Data, (2014)

Capacity building through conducting joint conferences, seminars, training sessions and discussions aimed at sharing experience was the leading strategy that was supported by the highest percentage of respondents. Seventy-one (71) respondents, equivalent to 71%, supported the idea of capacity building. Not only adult respondents but also nine (9) out of ten (10) juvenile respondents supported this measure. Sixteen (16) formal juvenile justice staff out of eighteen (18) supported this measure of capacity building. Sixty three (63) respondents out of one hundred (100), equivalent to 63%, believed that for integration to be achieved deliberate efforts need

to be made to raise awareness as they emphasized that the majority of people, including the informal juvenile justice stakeholders, lack the skills and knowledge for dealing with juveniles.

Thirty-nine (39) respondents (39%) suggested that both formal and informal systems stakeholders should devise instruments they can use to reach out to children where they are, and equip them with skills to prevent them from engaging in crime. Pupils of Maarifa Gongo la Mboto Primary School and students at Mnazi Mmoja Secondary School during their focus group discussions challenged both systems of formal and informal juvenile justice not to wait until a child is in conflict with the law. They said that stakeholders from both systems should equip the children and young people with the skills needed to prevent them from being involved in the problem. They insisted that prevention is better than cure.

Twenty-three (23) respondents, equivalent to 23%, mentioned that social workers, including those assigned government authority responsibilities (the social welfare officers) should be focal persons of the integration process, as social workers are the professionals who possess the skills and knowledge enabling them to work with all categories of people, thereby being a better link with all other stakeholders in addressing juvenile delinquency. Thirteen (13) respondents out of one hundred (100) (equivalent to 13%) argued that both systems should stick to the therapeutic approach rather than the punitive approach when they deal with juveniles as they believed that handling them with care and love teaches more than harsh judging and blaming.

10% respondents pointed out the idea of sharing gifts in the sense that informal stakeholders like local government or social agencies could help to establish remand homes with formal juvenile justice staff running the homes rather than continuing to keep juveniles in prison because the government lacks the funds to establish enough retention homes. Six (6) respondents, equivalent to 6%, suggested that the government should introduce school social work schemes. They said that schools are the places where large numbers of children and young people spend a lot of time in their day-to-day life. This fact made them suggest that the government should look into the possibility of making social workers part of the official staff in schools.

During the focus group discussion with police staff at the Central Police Station in Dar es Salaam city, they emphasized that social problems have increased in society and even the police desk for gender and children receives many issues of pupils/students conflicting with the law. They said that when dealing with the problems they realized that most of them originate in the social context and therefore they call for help of Ilala Municipal Council's social welfare officers.

The research participants suggested that the government should place social workers in schools because that would help the children to deal with their criminal behaviour rather than waiting until situation required the intervention of the police. "It would minimize the problems" they said, as teachers try their best to help their students/pupils but they are overwhelmed by their basic responsibility of teaching. Social workers at schools could do many helpful things including offering counselling and teaching life skills to the youngsters.

Seven (7) percent of the respondents mentioned a strategy for improving juveniles kept in custody not only in remand homes but also police lock-ups. They said it is unfair to keep children in places for adults, and putting them in corridors may affect their health and have psychological effects. Children, in this sense, need to be accommodated in a place that will be easily reached by other people significant to them, including those who are informal juvenile justice stakeholders such as parents, relatives, teachers, local government leaders and religious leaders.

Eight (8) respondents, equivalent to 8%, suggested that the government and private agencies dealing with children should look into the possibility of establishing special behaviour rehabilitation centres, which, they said, would be used to offer counselling and teaching life skills to juveniles at the level of the informal juvenile justice system. Two (2) former street boys said that the behaviour rehabilitation centres could be operated with better results, as the juveniles will not be placed there as those in custody or by court order. Therefore, these juveniles may feel they have more freedom to learn as they will just be under a contract with social workers or local government leaders, and at those centres, stakeholders from both systems (formal and informal juvenile justice) may step in to help. Three (3) respondents suggested that the Tanzania Police Force review its strategy of introducing the desk for gender and children so as to embrace social work knowledge and skills.

Two (2) police staff said that they realized that many issues they encounter, especially those relating to children and marital conflicts, need social work intervention and that is why they call for the help of social welfare officers. To

enable the police desk to work effectively and confidently, they said, the government would need to educate some police staff about social work or look for a system to work with social workers. They also suggested that the government should allocate a budget for those police officials and other staff so that they can follow up juvenile cases. For example, they need to visit the homes to study the environment there or visit their schoolteachers so that they are able to offer good advice to the children and their family members or school staff.

The measure for improving the integrated approach to addressing juvenile delinquency through establishing special behaviour rehabilitation centres was mainly suggested by the juvenile respondents. 50 percent of them supported this idea. This shows that they admit their problem but would prefer more therapeutic and earlier approaches to overcome their problem rather than waiting until the delinquents are more offensive when punitive measures and custodial sentences are required.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of the research objectives, special comments of the research participants, conclusion and recommendations by the researcher for both the formal and informal juvenile justice systems. It also suggests further research on integrated approaches to addressing juvenile delinquency. The summary of the study involves some comments that were made by formal and informal juvenile justice stakeholders and by juveniles and other categories of children and young people regarding the topic.

5.2 Summary of the Research Objectives

One of the specific objectives of this research study was to identify the integrated approach to addressing juvenile delinquency. This objective was achieved through finding out the factors influencing juvenile delinquency, exploring who are important stakeholders in addressing the problem from both the formal and informal juvenile justice systems as well as pointing out the collaborative efforts (by the two systems), if any, to address the problem. Another specific objective of this study was to identify the challenges that face integration. These challenges caused the researcher to ask respondents and look at government laws and regulations to see what could be done to establish a good link between the formal and informal juvenile justice systems. Finally, the objectives involved suggestions given by the research subjects for improving integration of the official (formal) juvenile justice system and the informal one.

Comments were obtained from the selected respondents who were formal juvenile justice officers/staff and informal juvenile justice stakeholders, including parents, teachers, local government leaders and religious leaders. Other research participants were the parents, relatives, community-based activists and children, including juveniles, who have entered the official system of juvenile justice, such going to the police desk for gender and children, the juvenile court and retention homes.

5.3 Special Comments from Research Participants

From the data analysis in chapter four, the researcher obtained several comments that need interpretation so as to reveal the situation of the integrated approach to addressing juvenile delinquency. Furthermore, the interpretation helps to determine measures that could improve integration of the two systems of formal and informal juvenile justice that would bring about collective action by stakeholders to overcome juvenile delinquency. In this section, the comments are made and the researcher draws conclusions from them.

5.3.1 Comments from the Staff of the Formal Juvenile Justice System

The focus group discussion with police staff revealed a problem of lack of cooperation by the formal and informal juvenile justice system stakeholders. For example, they said:

parents of juveniles have good attendance at police stations when their children's issues are dealt with by the police desk for gender and children, but when the cases are forwarded to the court they don't show up.

The researcher sees this as a good indicator of the police desk doing well in accommodating social aspects of juveniles and that is why their parents feel safe

working with police desk staff. Possibly something more could be done at the court to enable such parents to have the same trust they have in the police staff. The focus group discussion also suggested that the government could provide social education to people in the community so that they acquire the skills for dealing with juvenile delinquency. They said that even the students could be reached through this education. They commented that:

the schools' curriculum could be designed to allow room for social workers and even police staff to teach in schools on issues of self-identity and gaining skills for overcoming juvenile delinquency.

During the interview, one formal juvenile justice respondent said *it has been impossible to separate street children from juveniles because the environment where they live from day to day is offensive and therefore street children are readily tempted to commit to offences like theft, violence and the like.* She said that she had been involved in counselling two street children and they were doing very well, although they are still in danger as they have no specific source of income to cater for their basic needs, such as food, while on the streets. Another respondent of the formal juvenile justice system pointed out:

there has been a big problem facing integration of formal and informal stakeholders of juvenile justice as the government staff who run the formal system assume that they are the only ones who know how to handle juveniles, because they can be sure of abiding by ethical principles when dealing with them.

Private organizations for their part protect their interests and some of them are not transparent and so it is difficult for them to share with the government concerning juveniles' behaviour change. The respondents said that training programmes or seminars should be organized for stakeholders from both parties so as to build capacity for finding solutions to juveniles' delinquency. One of the respondents said

that schools teachers should be involved in those training programmes because the schools rules that were aimed at shaping the behaviour of children have failed to a great extent. One of the interviewees said it has been a challenge when stakeholders concerned with juveniles, like social workers and police staff, intervene in the case of a juvenile but his or her parents refute the accusation completely even if there is evidence. The respondent suggested improving the integration of these stakeholders through more seminars and training programmes to build the trust of parents in fellow stakeholders.

5.3.2 Comments from the Juveniles

During the focus group discussion with juveniles at the remand home, the juveniles were open and enthusiastic to share their experiences. They said confidently that custody together with the juvenile court were helpful to them as social welfare officers and care givers of these two facilities treat them using the therapeutic approach rather than being judgmental. They said that, at the juvenile court, the probation officers (who are also social welfare officers that study the environment of the juvenile offenders and eventually become like “advocates”) are there for them.

Among the suggestions made by these juveniles was:

the need for social welfare officers (or social workers) to get time with parents so they can equip them with better skills for handling their children in the effort to overcome juvenile delinquency.

The juveniles suggested further that:

in the case of juvenile delinquency, community people, parents, social workers and community police staff should combine their efforts to solve the problem at community level rather than waiting until cases are forwarded to the police or court.

They also suggested that those juveniles showing good progress could be involved in educating other children or young people on how they can prevent themselves from committing crime or misbehaving. The juveniles mentioned the challenge facing integration of the formal and informal juvenile justice system stakeholders. They commented that:

there has been a difference of perspective between the police and parents, for example, when police staff arrest a child or young person because there is evidence of his/her involvement in the case but it is not clear to his/her parents.

This comment highlights the need to improve the working relationship between the stakeholders of the two systems of juvenile justice (formal and informal).

5.3.3 Comments from the Informal Staff of the Juvenile Justice System

Among the stakeholders from the informal juvenile justice system that were interviewed are those working with social agencies dealing with children.

One of those staff workers said:

there is a need for stakeholders from both systems to form councils that will meet from time to time to discuss and take measures on matters concerning juvenile delinquency.

He added:

Focal persons to coordinate those councils should be social welfare officers and community development officers.

Another respondent who is one of the leaders of KIWOHEDE, during the interview she suggested a case conference. She said:

a case conference that involves stakeholders of juveniles from both the formal and informal juvenile justice systems could help greatly as they can share knowledge and skills for intervening in a particular case.

She said that the two systems' stakeholders seem to possess different abilities for handling juveniles, and so if they were to go to regular meetings each would benefit from the experience of the other. One of the local government leaders that were interviewed in Gerezani ward, Kariakoo, said that the situation of juveniles needs collective action on intervention. She said that:

the formal (official) juvenile justice stakeholders should share their experience with the informal stakeholders and there should be some means through which the two systems can work together.

She added that the formal system should recognize the contribution of the informal system, for example, concerning how teachers, parents and local government leaders resolve juvenile issues that are handled in the community. Again she emphasized that:

the informal stakeholders should show more commitment to facilitating juveniles' behaviour change, even if it is an unpaid task.

Another local government leader at Buguruni, who is also a community development professional, said:

the incidences of juvenile delinquency have been increasing and so the government needs to form a task force, which will do a study and propose a better guide for the two systems to work together to overcome juvenile delinquency.

A lawyer who was involved in the study suggested that:

every ward should have a committee that is focused on juvenile delinquency and those committees through the ward executive officer (WEO) should report to the social welfare officer of the district or municipality.

He added that:

the district or municipal council will in turn put in place a mechanism to deal with the issues raised, especially those that cannot be dealt with at ward level.

According to the data analysis and presentation in chapter four, MVC committees were mentioned to exist from “Mtaa” (sub-ward) to national level, and these seemed to be responsible for protecting children generally with an emphasis on protecting child from abuse caused by adults. The idea of dealing with juvenile delinquency in those committees was not properly addressed. Possibly that is the reason why the respondents of this study propose to initiate other committees. A director of one of the FBOs involved in the study said:

there should be collective action by the government and private agencies, as the informal system stakeholders, including community leaders and religious leaders, have more influence on people as they are closer to them. She said the government should acknowledge the contribution of the informal system and empower them to achieve juvenile behaviour change.

5.3.4 Comments from Children and Young People other than Juveniles

The children involved in the study through the focus group discussion held at Maarifa Primary School, Gongo la Mboto emphasized that:

Newsmen should not be forgotten among the stakeholders dealing with juvenile delinquency like truancy, theft, smoking and many others.

Mnazi Mmoja Primary School pupils involved in the study suggested that:

police staff could be invited to schools to assist teachers in equipping children with various skills for avoiding crime.

They argued that if the police can teach at school about safe ways of using roads, they could also teach them about better ways of fighting against criminal behaviours. The secondary school students who participated in the study, during their focus group discussion at Mnazi Mmoja, pointed out some challenges that they said have to be dealt with so as to achieve better integration of the stakeholders of juvenile delinquency. They said that local government leaders are key actors, as many

informal juvenile cases are taken to them, but when they find cases that need formal system intervention, cooperation is sometimes lacking. For example, they said:

some police staff are corrupt, they may accept cases, but during intervention they simply release the juveniles after receiving a bribe from the relatives of those juveniles. This tendency, they said, discourages local government practitioners.

Another challenge is that *security guards have been taking part in assisting community police in the fight against crime in local areas. These guards could also help to overcome juvenile delinquency but some of them are criminals themselves and so they need help with correcting their own behaviour before they are assigned to help juveniles.* They said it has been difficult for those guards who are drunkards and who smoke behavior to control the same behaviour in others. One of young people interviewed who had also been a street child in the past said:

It is confusing the way the government fights against juvenile delinquency while at the same time entertaining an environment where children become delinquent.

He emphasized that the way the government permits people to run street video shows and commercial in-door games even during school hours in many town places, including Kariakoo, gives the impression that juvenile delinquency is allowed”.

Another former street child who was among the respondents representing children’s homes said:

the government should work in collaboration with private agencies dealing with children to look for the possibility of introducing special centres for juvenile behaviour rehabilitation.

He said these centres could be run informally at community level rather than waiting until a child is in conflict with the law and so the government may take advantage by

correcting them in retention homes. He said we should bear in mind that not all children who are placed in remand homes change their behaviour positively. He said that some of them become even wilder as they meet chronic juveniles in custody.

5.3.5 Comments from Parents and Community-Based Activists

One of the parents who took part in this research from Gongo la Mboto mentioned that poor coordination between formal and informal juvenile justice stakeholders was the cause of the increasing problem of juvenile delinquency. He said it is obvious that the problem is growing each day and the situation is becoming more dangerous. He said “panya road” saga (road rats), who are juveniles and other rebellious youth seen from time to time, especially at night, walking in groups and committing crime like stealing is one of the indicators of the growing problem. According to this respondent, “Panya road” saga is the outcome of parents being irresponsible, as some do not even care when they are told that their children have joined bad companion. He also said that the government is not cooperating with private agencies and religious institutions that have a real heart for helping juveniles change their behaviour. This parent shared his experience that he went to the police station and found fifty (50) juvenile offenders had been involved in “panya road” incidences.

One of the community-based activists from Segerea and a respondent of the study failed to understand why our Tanzanian government can invest a lot in a child’s health care but shows no interest in assisting juvenile delinquents. *Dealing with only those found in remand homes or approved school is not enough*, he emphasized. He said the incidences of “panya road” (rat roads as explained above) are rooted in the state of young people being hopeless in life as they have no job and cannot continue

with their studies and so they end up rebelling and looking for short cuts to earn something for their living. He said that in this sense the government could not escape the blame.

Another activist (from Chanika) suggested that the government needs to review policies and laws to see whether they accommodate juveniles. He also said there should be a regulation that would specifically address and guide stakeholders on how to handle issues arising from juvenile delinquency, especially in the informal system where stakeholders are not limited to dealing with behaviour change or the fight against juvenile delinquency.

5.4 Conclusion

This research study on the integrated approach to addressing juvenile delinquency involved participants from the two juvenile justice systems, that is, the formal (official) and informal system. Generally, the responses of the research subjects through all three methods of data collection used (interviews, questionnaires and focus group discussion), justify the need to improve integration. Most respondents believed that both systems are important because they work at different levels, depending on the particular system through which cases of juveniles are dealt with. They said that many cases are handled informally at home, school, in the local community or in children's homes (for those living in centres) without the need to take juveniles to the police or court.

Furthermore, the study found that the staff working in the official (formal) juvenile justice system, such as the police desk for gender and children, remand homes and

juvenile court, are more skilled in handling juvenile delinquency than those in the informal system. The respondents therefore challenged the government to initiate programmes that will enable stakeholders from both systems to work together in a certain way so as to share their experiences and empower each other. According to the suggestions made by the research subjects to ensure a clear link between informal and formal juvenile justice stakeholders, special attention should be given to this due to the fact that the two systems differ in nature. The majority of the research subjects proposed that social workers (or social welfare officers employed by the government) should facilitate integration. They said that social workers belong to a profession that can interact with any sector dealing with people.

It was also emphasized that the stakeholders from both systems would need more capacity building through seminars, conferences and training programmes to enable them to deal with the roots of juvenile delinquency in a proper way. The study found that among the factors that contribute to the increased rate of criminal behaviour among young people is the breakdown of the traditional system that was used in the past to shape the behaviour of children. In the past, the whole community was responsible for shaping the behavior of its children, but today it is left to their parents. The micro-practice link in developmental social work is important traditional social work and it should not be abandoned, but integrated in a relevant way (Lombard, 2014).

Street children were associated with juvenile delinquency in this study. They were mentioned as one of the groups that are arrested from time to time by the police to due to the environment they live in, which is offensive. The tendency of police to

round up and arrest street children raised a challenge during the execution of this research. The study discovered that not all street children are arrested for cases like theft, sexual abuse or drug abuse, but some are arrested on charges of “vagrancy and loitering”. The dilemma was how children who have been forced to stay on the streets because they have no care and their basic needs are not being met at home or because they are being mistreated by their family members can be regarded as offenders.

Benitez (2007) states that no distinction is made between criminal offences such as theft or assault and status offences such as living on the street. Street children in need of care and protection are in effect treated as offenders. Some respondents of this study suggested that behaviour rehabilitation centres should be established as discussed above, rather than sticking them in retention homes, for some juveniles do not need legal treatment but just a social context that is conducive. Generally, the need to establish more ways of ensuring a good working relationship between stakeholders of the formal and informal juvenile justice systems was realized by the study.

The idea of putting more emphasis in behaviour rehabilitation so as to control juvenile delinquency supports the application of social control theory in this study. According to Young and Bucklen (2011) if an individual is attached, committed, involved and believes in social norms, he or she is unlikely to engage in criminal behaviour. Generally the need of establishing more means of integrated working relationship between the stakeholders of the formal and informal juvenile justice systems was realized by the study. Social work intervention is highly needed to

facilitate such integration as the profession was realized by the study to be the central focus to link all other stakeholders working with juvenile delinquents.

5.5 Recommendations

After execution of this research study, the researcher is able to make some recommendations aimed at empowering the formal and informal juvenile justice systems to work together to overcome the juvenile delinquency problem. The recommendations are made to the government, and the formal and informal juvenile justice systems.

5.5.1 Recommendations to the Government

The government should take measures to check its legislation relating to children and youth to see whether the issue of juvenile delinquency is well addressed. Policies such as the Child Development Policy of 2008 and the Law of the Child Act of 2009 should clearly address the social challenges that are faced when handling juvenile cases rather than just being based on the legal context. The policies should at least mention juveniles as one of vulnerable groups and provide for better ways of handling them with dignity even though they are offenders.

Because of their age, sometimes children fail to conform to the law not intentionally but due to lack of knowledge and psychological incapability. Rutere and Kiura (2009) in their report on the Diversion Programme in Kenya state that, prior to the diversion programme, awareness of children's rights, especially by those involved in the juvenile justice system, was low. The treatment of children passing through the juvenile justice system was in contravention of their rights. Most police officers

interviewed reckoned that the training they had received through the Diversion Programme had made them appreciate the importance of children and more so how to treat them. Therefore to handle them using the therapeutic approach may work better than the judgmental approach.

The Government should form a task force that could work at national level to suggest programmes or initiatives that could be used by the government to integrate formal and informal juvenile justice stakeholders so as to fight against increasing number of juvenile delinquents. The (panya road) saga (in English translates as road rats) is one of indicators of the need of the nation to take steps to rescue children and young people who are engaging in violence, assault, theft, drug abuse and other crimes. The task force should embrace stakeholders from both systems, without forgetting social workers that the research subjects suggested should be the coordinators of those interventions. Again psychologists are important, for the human developmental stages of children should be determined when assessing delinquency behaviour.

It is good that the government has already established child protection committees at the level of sub-ward (“Mtaa”) in the municipality. The addition suggested here by the researcher is to make sure that those committees accommodate juveniles as one category of MVC so that they are viewed as children who need special help to enable them to change from bad to good behaviour. There should be a therapeutic mechanism so that the actors will not stigmatize juveniles when they intervene in their problems. Again child protection committees should not only deal with adults abusing children. From the juvenile delinquency perspective, these committees should also consider how to deal with children and young people who abuse others.

The study found that the forms used by police desk staff for gender and children show only mistreatment and abuse by adults. The police desk needs to review them.

The government should introduce and run either itself, or in partnership with private agencies, behaviour rehabilitation centres for juveniles at the informal system level. These centres would not need to wait until a juvenile reaches the point of being arrested and entering the formal juvenile system. Child protection committees may be used to assess the juveniles and those who seem to be becoming chronic in criminal behaviour may be taken to those centres under the supervision of the district social welfare officers. Formal juvenile justice staff could also take part in these centres to use the knowledge and skills they have for handling juveniles. The centres would serve as a preventive measure rather than waiting until a child is placed in a retention home or approved school for behaviour change. The duration of time to be spent by a child and whether centres would be day or boarding ones would be determined by the committees in collaboration with the centres' management. The committees could be a link between juveniles' families and the centres' staff.

The government should empower the facilities used by the official juvenile justice system when dealing with juveniles so that these facilities may in turn give support to the informal stakeholders. For example, instead of sending juveniles to prison in those regions or towns with no remand homes, the government could encourage each district or municipal council, in collaboration with international and local private agencies, to assist in building at least one retention home in each municipality or district council, especially in towns and cities where there is high number of juvenile

delinquents. It is important to ensure enough retention homes in the country so as to avoid sending children to adult prisons that were not designed for them.

The government should allocate enough funds for those facilities, including the remand homes, juvenile court, approved school and the police desk for gender and children. The police desk needs to be enabled to follow up juveniles so that they can be reintegrated into their families and communities as well as to organize case conferences that will cater for informal stakeholders

5.5.2 Recommendations to the Official (Formal) Juvenile Justice Systems Staff

Formal juvenile justice stakeholders, including the social welfare officers of juvenile justice and behaviour correction, remand homes, the juvenile court, approved school and police desk for gender and children, should focus mainly on the therapeutic behaviour change method for juveniles. This is important because this study has discovered that many children become in conflict with the law without intending to. According to this study, peer influence often led to juvenile delinquency and so it would be wise to be careful not to have a judgmental attitude but to be open to accepting behaviour correction interventions.

The stakeholders of the formal system of juvenile justice should initiate or improve the working relationship with informal stakeholders so as to serve the juveniles in a better way. For example, when the juveniles are in the custody like a remand home, parents and other significant people who visit the children should be given the opportunity to discuss with the remand home staff issues relating to the particular

children. The Regulations for Retention Homes of 2012 and the Law of the Child Act, 2009 should indicate that working relationship.

The police force should be congratulated for introducing the police desk for gender and children, which is the section under the police force but using the therapeutic approach rather than the harsh punitive approach. To improve the desk, the police force should ensure that the police staffs working at the desk are equipped with social work knowledge and skills in order to be more competent in handling juveniles' social context issues. The DSW headquarters could meet with the police force management to see how the desk staff could be equipped.

There should be collaborative programmes between the formal (official) and informal juvenile justice systems so that the stakeholders from both systems can exchange ideas and experience. Social welfare officers at the level of municipality/district and ward could be the focal persons to link formal and informal stakeholders when they combine their efforts to resolve juveniles' issues. The formal system of juvenile justice could also initiate case conferences to discuss issues of juveniles and the conferences should involve stakeholders from both systems.

5.5.3 Recommendations to the Informal Juvenile System Stakeholders

Stakeholders significant in the informal juvenile justice system, such as parents, teachers, social workers, community development workers, activists, religious leaders, local government leaders, community people around juveniles (neighbours) and staff at the centres or organizations dealing with children should focus on the therapeutic approach when handling juveniles' issues. The social work principle of

acceptance and the core values of dignity and worth of a person are important and should be observed while working with juveniles. To correct the behaviour of a child with love is very powerful because it increases his or her self-esteem and by so doing he or she begins to become accountable and responsible, resulting in good behaviour.

Stigmatizing or harassing children may lead them to rebel and become wilder or pretend that they have changed their behaviour because of fear of punishment but in the future they continue unchanged. The social control theory, which was used to guide this study, maintains that the good things invested in a person will make that person conform to the investor's wishes.

These stakeholders may form committees especially for juvenile justice from the level of sub-ward ("Mtaa") to national level and these committees may involve representatives from the formal (official) juvenile justice system so as to share experience. The informal system could also design programmes through which juveniles and children at risk of becoming in conflict with the law can learn life-skills that will protect them from becoming delinquent. Again the committees may be used to provide parents and community people with good parenting skills. The committees may be the same as the existing child protection committees but be oriented to the purpose of juvenile justice committees.

Social welfare officers or social workers at their respective places should become the focal persons to link other stakeholders. At sub-ward ("Mtaa") level, where social workers may be not available, the chairperson and executive officers (local government leaders), in collaboration with social workers of local social agencies,

could coordinate the integration of stakeholders. The informal stakeholders for juvenile justice, in collaboration with the formal staff, should make deliberate efforts to return to the relevant traditional means of shaping the behaviour of children. Religious or spiritual support and counselling should be used as an important strategy for instilling good behaviour in children and discouraging delinquency, since the traditional system of living and the spiritual approach to behaviour change have been effective because they are more therapeutic than punitive.

During traditional life, teenagers were taken to somewhere to be circumcised and had to camp there for some time to be taught life skills and many other matters concerning their culture and what their communities expect from them. The training was commonly known in Swahili as “Jando” for boys and “Unyago” for girls. Modern societies cannot return to the past because situations and technology would not allow that and of course some practices that accompanied the training were undesirable, for example, female genital mutilation (FGM).

What informal and formal stakeholders of the juvenile justice system could do today is to advocate for the training of children in existing social groups (peers). For example, peer groups formed by religions, such as madrassa for Muslims and Sunday schools for Christians, could be used not only to teach religious doctrines but also the good way of living and interacting with people. Stakeholders could also advocate for the maintenance of the nation’s standards of ethics (or its moral standards) as they seem to be seeping away as young people copy the culture and fashions from outside, some of which encourage criminal behaviour, for example walking around half naked.

Stakeholders of the informal juvenile justice system should encourage the work of formal juvenile staff through taking part, where they get the opportunity, in changing the behaviour of juveniles at the formal system level. The Law of the Child Act, 2009 and its Rules of 2012 clearly direct parents, relatives and other significant people of the juvenile held in custodies to visit them so that the children will not be disconnected from the outside world. Article 37 (c) of the CRC provides that every child deprived of liberty shall have the right to maintain contact with his or her family through correspondence and visits, and in exceptional circumstance children should also be permitted to maintain contact with friends and other persons or representatives of a reputable outside organization.

In most prisons, children may in principle receive visitors at least weekly but in practice many children do not receive visitors (Anderson, 2012). In this sense informal stakeholders of the juvenile justice system are important for visiting juveniles in police lock-ups, remand homes, the approved school and even in prison for those who are sent there due to the shortage of retention homes. While visiting children in custody these stakeholders should get time not only with the juveniles but also to establish a working relationship with the staff so that they can combine their efforts in shaping the behaviour of the young ones.

5.6 Suggestion for Further Research

This research study needs to be complemented by other studies that will look in a wider sense at how the integrated approach to addressing juvenile delinquency can be strengthened. Studies showing how the government could help to establish a clear

link between the formal and informal juvenile justice system are important for the two systems are expected to resolve the same problem of juvenile delinquency but they differ in nature.

REFERENCES

- Anderson, K. (2012). *Analysis of the Situation of Children in Conflict with the Law in Tanzania*; Dar es Salaam: Coram Children's Legal Centre.
- Bohm, R. M., and Haley, K. (2013). *Introduction to Criminal Justice, 8nd edition*, New York: McGraw-Hill.
- BABCP, (2005), *Mapping Psychotherapy*. London: British Association for Behavioural and Cognitive Psychotherapies.
- Bruce, T., and Meggitt, C. (2005). *Child Care and Education 3rd edition*. London: Hodder and Stoughton Educational.
- CHRAGG, (2005). The Inspection Report for Children in Tanzania's Detention Facilities, Dar es Salaam, Tanzania.
- Drylie, J. J. (2013). Juvenile Justice, Policies, Programs and Practices, Kean University. *Journal of Criminal Justice, 3(1)* 309 – 331.
- Flores, J. R. (2003). Child Delinquency, Office of Juvenile Justice and Delinquency Prevention annual report 2001, Washinton DC, USA.
- Garcia-Moreno, C., Guedes, A., and Knerr, W., (2012). *Understanding and Addressing Violence against Women*. Geneva: World Health Organization
- Giddens, A., and Duneier, M. (2000). *Introduction to Sociology, 3rd edition*. New York: Sage Publications Inc.
- Goldthorpe, L., and Monro, P. (2005). *Child Law Handbook; A Guide to Good Practice, Law*. London: Society Publishing.
- Kerr, M., Stattin, H. and Pakalniskeine, V. (2008). *Parents react to Adolescent Problem Behaviours by Worrying more and Monitoring Less*, London: Wiley
- Kothari, C. R. (2004). *Research Methodology; Methods and Techniques, 2nd edition*, New Delhi: New Age International (P) Limited.

- Loeber, R., and Farrington, D. P. (2001). *Child Delinquents; Development, Intervention and Service Needs*, Thousand Oaks, CA: Sage Publications Inc.
- Lombard, A. (2014). *Professional Social Work in East Africa, Towards Social Development, Poverty Reduction and Gender Equality; A Development Perspective in Social Work Theory and Practice*, Kampala: Fountain Publishers.
- Mizrahi, T., and Davis, L. E. (2008). *Encyclopedia of Social Work*, 20th edition, New York: NASW Press.
- Mkombozi Centre, (2005). Police Round-ups of Street Children in Arusha are Unjust, Unconstitutional and Undermine the Report of United Republic of Tanzania Constitution and the Rule of Law. Arusha, Tanzania.
- MOHSW, (2012). *National Costed Plan of Action II for Most Vulnerable Children* Dar es Salaam: Government Press.
- Nisar, M., Ullah, S., Ali, M., and Alam, S., (2015). Juvenile Delinquency: The Influence of Family, Peer and Economic Factors on Juvenile Delinquents. *Journal of Scientia Agriculture*, 9(1), 37-48.
- Oswalt, A. (2008). *Child and Adolescent Development*, CentreSite LLC.
- Reid, S. T. (2015). *Criminal Justice Essentials*, 10th edition. New York: Brown and Benchmark Publishers.
- REPOA, (2010). Coping Strategies used by Street Children in the Event of Illness, Research Report 10/1 Dar es Salaam, Tanzania.
- Rutere, S. K., and Kiura, C. M. (2009). *The Diversion Program in Kenya*. Stockholm: Swedish International Development Authority.
- Rwegoshora, H. M. M. (2014). *A Guide to Social Science Research*, 2nd edition. Dar es Salaam: Mkuki na Nyota Publishers

- Rwegoshora, O. M. M. (2006). *A Guide to Social Science Research*. Dar es Salaam: Mkuki na Nyota Publishers
- Sanni, K. B., Udoh, N. A., Okediji, A. A., Modo, F. N. and Ezeh, L. N. (2010). Family Types and Juvenile Delinquency Issues among Secondary School Students in Akwa Ibom State. *International Journal of Psychology and Behavioral Sciences* 2015, 5(2), 80-88.
- Santrock, J. W. (2005). *Adolescence 10th edition*, New York: McGraw-Hill.
- Schaefer, R. T. (2006). *Sociology 9th edition*. New York: McGraw-Hill.
- Siegel, L. J. and Welsh, B. C. (2012). *Juvenile Delinquency; Theory, Practice and Law, 11th edition*. New York: Wadsworth Cengage Learning.
- United Nations, (1989). United Nations Convention on the Rights of the Child. New York: UNICEF.
- URT, (2002). Population and Housing Census General Report: Tanzania National Report. Dar es Salaam, Tanzania.
- URT, (2012). *The Law of the Child Act No. 21, 2009, Rules of 2012*. Dar es Salaam: Government Press.
- Young, J., and Bucklen, K. B. (2011). Social Control Theory. *Journal of Research in Review*, 14(1), 1-12.
- Zastrow, C. (2010). *Introduction to Social Work and Social Welfare; Empowering People, 10th edition*, Washington DC: Brook/Cole.

APPENDICES

Appendix I(A): Questionnaire for Government and Private Sectors' Officials and Workers Dealing with the Welfare of Children in Official and Informal Juvenile Justice Systems

I, Adam Wilson Shongilo (Reg. No. HD/A/466/T.13) am a student of the Open University of Tanzania, Kinondoni Centre, and pursuing Master's programme in Social Work. I am collecting these data as a part of fulfillment of my research study on *Integrated Approach to Addressing Juvenile Delinquency in Tanzania*. The integrated approach here means a kind of working relationship between the government's formal juvenile justice system and those stakeholders in the informal juvenile justice system such as parents, guardians, local community leaders, teachers, religious institutions leaders and workers of NGOs, CBOs and FBOs serving the children.

I declare that any information collected during the study will be kept confidential and will not be used for any purpose other than for academic endeavours. Please do not write your name.

Thank you for cooperation.

1. Your position as a leader or caregiver.....
2. Working with the; Government Department/Agencies/Institution.....

Private

Organization/Institution.....

(Please tick the appropriate category)

3. Category of your Department/Agency/Institution.....

(For example Retention Home, Juvenile Court, School, Local Community Authority, Religious Institute, Police, Department of Social Welfare)

4. How do children and youths become delinquent?

.....

.....

.....

.....

5. What efforts are being made by the government agencies dealing with juvenile justice and correctional services to overcome juvenile delinquency in Tanzania?

(These are the ones, which form the official or formal juvenile justice system such as the retention homes, juvenile court, approved school, the Department of Social Welfare and the Police Desk for Gender and Children).

.....

.....

.....

6. What efforts are being made by people other than those working with the official juvenile justice system to overcome the juvenile delinquency problem?

(These are parents, guardians, caregivers in care centres, local government leaders, religious leaders, teachers, NGOs, FBOs and CBOs workers responsible for child welfare).

.....
.....
.....
.....

7. What efforts are the government making, in collaboration with the informal juvenile justice system, to intervene with juvenile delinquents?

.....
.....
.....
.....

8. What challenges face integration of the formal (official) and informal juvenile justice systems?

.....
.....
.....

9. What is your role as a leader or caregiver in strengthening the integrated approach to addressing the juvenile delinquency problem?

.....

.....

.....

.....

10. Please give your suggestions briefly for how the official juvenile justice agencies could work together with the informal juvenile justice system so as to fight against juvenile delinquency.

.....

.....

.....

.....

.....

(B) Questionnaire for Parents, Guardians, Community Based Activists and Other Significant Persons to the Children and Youths in Empowering them Towards Overcoming Juvenile Delinquency

I, Adam Wilson Shongilo (Reg. No. HD/A/466/T.13) am a student of the Open University of Tanzania, Kinondoni Centre, Dar es Salaam, pursuing Master's programme in Social Work. I am collecting these data as a part of fulfillment of my research study on *Integrated Approach to Addressing Juvenile Delinquency in Tanzania*. The integrated approach here means a kind of working relationship between the government's formal juvenile justice system and those stakeholders in the informal juvenile justice system such as parents, guardians, local community leaders, teachers, religious institutions leaders and workers of NGOs, CBOs and FBOs serving the children.

I declare that any information collected during the study will be kept confidential and will not be used for any purpose other than for academic endeavours. Please do not write your name.

Thank you for cooperation.

1. You are filling in this questionnaire as; a parent.....
- a guardian.....
- an activist.....
- another category (mention).....

Please tick/mention your appropriate position

2. How do children and youths become delinquent?

.....

.....

.....

.....

3. What efforts are being made by the government agencies dealing with juvenile justice correctional services to overcome juvenile delinquency in Tanzania?

(These are the ones, which form official or formal juvenile justice system such as the retention homes, juvenile court, approved school, the Department of Social Welfare and the Police Desk for Gender and Children)

.....

.....

.....

.....

4.4. What efforts are being made by people other than those working in the official juvenile justice system to overcome the juvenile delinquency problem?

(These are parents, guardians, caregivers in care centres, local government leaders, religious leaders, teachers, NGOs, FBOs and CBOs workers responsible for child welfare).

.....

.....

.....

.....

5. What efforts is the government making, in collaboration with the informal juvenile justice, to intervene with juvenile delinquents?

.....

.....

.....

.....

6. What challenges face integration of the formal (official) and informal juvenile justice systems?

.....

.....

.....

.....

7. As an important stakeholder in the juvenile justice system, what is your role in strengthening the integrated approach to addressing the juvenile delinquency problem?

.....

.....

.....

.....

8. Please give your suggestions briefly for how the official juvenile justice agencies could work together with the informal juvenile justice system so as to fight against juvenile delinquency.

.....

.....

.....

.....

.....

(C) Questionnaire for Children and Youth who are at Risk of Becoming Delinquents, those have ever Come in Conflict with the Law and those who have Experienced Juvenile Delinquency though not Brought to the Formal Juvenile Justice System

I, Adam Wilson Shongilo (Reg. No. HD/A/466/T.13) am a student of the Open University of Tanzania, Kinondoni Centre, Dar es Salaam, pursuing Master's programme in Social Work. I am collecting these data as a part of fulfillment of my research study on *Integrated Approach to Addressing Juvenile Delinquency in Tanzania*. The integrated approach here means a kind of working relationship between the government's formal juvenile justice system and those stakeholders in the informal juvenile justice system such as parents, guardians, local community leaders, teachers, religious institutions leaders and workers of NGOs, CBOs and FBOs serving the children.

I declare that any information collected during the study will be kept confidential and will not be used for any purpose other than for academic endeavours. Please do not write your name.

Thank you for cooperation.

General Particulars

(i) Age.....

(ii) Gender.....

(iii) Enrolled in school.....

(iv) Level of education.....

(v) Life status (living with family/parents) YES/NO.....

(vi) Have significant/reliable person from whom you may get advice
YES/NO (explain where necessary).....

2. How do children and youths become delinquent?

.....

.....

.....

.....

3. What efforts are being made by the government agencies dealing with juvenile justice and correctional services to overcome juvenile delinquency in Tanzania?

(These are the ones, which form the official or formal juvenile justice system such as the retention homes, juvenile court, approved school, the Department of Social Welfare and the Police Desk for Gender and Children)

.....

.....

.....

.....

4. What efforts are being made by people other than those working in the official juvenile justice system to overcome the juvenile delinquency problem?

(These are parents, guardians, caregivers in care centers, local government leaders, religious leaders, teachers, NGOs, FBOs and CBOs workers responsible for child welfare).

.....
.....
.....

5. What efforts is the government making, in collaboration with the informal juvenile justice system, to intervene with juvenile delinquents?

.....
.....
.....
.....

6. What challenges face integration of the formal (official) and informal juvenile justice systems?

.....
.....
.....
.....

7. As an important stakeholder in the juvenile justice system, what is your role in strengthening the integrated approach to addressing the juvenile delinquency problem?

.....

.....

.....

.....

8. Please give your suggestions briefly for how the official juvenile justice agencies could work together with the informal juvenile justice system so as to fight against juvenile delinquency.

.....

.....

.....

.....

.....

.....

Appendix II: Interview Guide Sheet

INTERVIEW GUIDE SHEET FOR GOVERNMENT AND PRIVATE SECTORS' OFFICIALS AND WORKERS, PARENTS, ACTIVISTS AND CHILDREN/YOUNG PEOPLE ASSOCIATED AS RESEARCH SUBJECTS FOR THE INTEGRATED APPROACH IN ADDRESSING JUVENILE DELINQUENCY

I, Adam Wilson Shongilo (Reg. No. HD/A/466/T.13) am a student of the Open University of Tanzania, Kinondoni Centre, Dar es Salaam, pursuing Master's programme in Social Work. I am collecting these data as a part of fulfillment of my research study on *Integrated Approach to Addressing Juvenile Delinquency in Tanzania*. The integrated approach here means a kind of working relationship between the government's formal juvenile justice system and those stakeholders in the informal juvenile justice system, such as parents, guardians, local community leaders, teachers, religious institutions leaders and workers of NGOs, CBOs and FBOs serving the children.

I declare that any information collected during the study will be kept confidential and will not be used for any purpose other than for academic endeavours.

Thank you for cooperation.

1. You are participating in this research study as;(your position)

2. How do children and youths become delinquent?

.....

.....

.....

.....

3. What efforts are being made by the government agencies dealing with juvenile justice and correctional services to overcome juvenile delinquency in Tanzania?

(These are the ones, which form the official or formal juvenile justice system such as the retention homes, juvenile court, approved school, the Department of Social Welfare and the Police Desk for Gender and Children)

.....

.....

.....

.....

4. What are efforts are being made by people other than those working in the official juvenile justice system to overcome the juvenile delinquency problem?

(These are parents, guardians, caregivers in care centres, local government leaders, religious leaders, teachers, NGOs, FBOs and CBOs workers responsible for child welfare).

.....

.....

.....

.....

5. What efforts is the government making, in collaboration with the informal juvenile justice system, to intervene with juvenile delinquents?

.....

.....

.....

.....

6. What challenges face integration of the formal (official) and informal juvenile justice systems?

.....

.....

.....

7. As an important stakeholder in the juvenile justice system, what is your role in strengthening the integrated approach to addressing the juvenile delinquency problem?

.....

.....

.....

8. Please give your suggestions briefly for how the official juvenile justice agencies could work together with the informal juvenile justice system so as to fight against juvenile delinquency.

.....

.....

.....

9. Among the stakeholders dealing with behaviour rehabilitation and the welfare of juveniles, which category do you think should be responsible for facilitating integration of the formal and informal juvenile justice systems?

.....

.....

.....

.....

Appendix III: Focus Group Discussion Guide Sheet

FOCUS GROUP DISCUSSION GUIDE SHEET FOR GOVERNMENT AND PRIVATE SECTORS' OFFICIALS AND WORKERS, PARENTS, ACTIVISTS AND CHILDREN/YOUNG PEOPLE ASSOCIATED AS RESEARCH SUBJECTS FOR THE INTEGRATED APPROACH IN ADDRESSING JUVENILE DELINQUENCY

I, Adam Wilson Shongilo (Reg. No. HD/A/466/T.13) am a student of the Open University of Tanzania, Kinondoni Centre, Dar es Salaam, pursuing Master's programme in Social Work. I am collecting these data as a part of fulfillment of my research study on *Integrated Approach to Addressing Juvenile Delinquency in Tanzania*. The integrated approach here means a kind of working relationship between the government's formal juvenile justice system and those stakeholders in the informal juvenile justice system, such as parents, guardians, local community leaders, teachers, religious institutions leaders and workers of NGOs, CBOs and FBOs serving the children.

I declare that any information collected during the study will be kept confidential and will not be used for any purpose other than for academic endeavours.

Thank you for cooperation.

1. You are taking part in this focus group discussion as.....(your position)

2. How do children and youths become delinquent?

.....

.....

.....

3. What efforts are being made by the government agencies dealing with juvenile justice and correctional services to overcome juvenile delinquency in Tanzania?

(These are the ones, which form the official or formal juvenile justice system such as the retention homes, juvenile court, approved school, the Department of Social Welfare and the Police Desk for Gender and Children)

.....

.....

.....

4. What are efforts are being made by people other than those working with official juvenile justice to overcome the juvenile delinquency problem?

(These are parents, guardians, caregivers in care centers, local government leaders, religious leaders, teachers, NGOs, FBOs and CBOs workers responsible for child welfare).

.....

.....

.....

.....

5. What efforts is the government making, in collaboration with the informal juvenile justice, to intervene with juvenile delinquents?

.....

.....

.....

.....

6. What challenges face integration of the formal (official) and informal juvenile justice systems?

.....

.....

.....

7. As important stakeholders in the juvenile justice system, what is your role in strengthening the integrated approach to addressing the juvenile delinquency problem?

.....

.....

.....

8. Please give your suggestions briefly for how the official juvenile justice agencies could work together with the informal juvenile justice system so as to fight against juvenile delinquency.

.....

.....

.....

.....

9. Among the stakeholders dealing with behaviour rehabilitation and the welfare of juveniles, which category do you think should be responsible for facilitating integration of the formal and informal juvenile justice systems?

.....

.....

.....

.....

Appendix IV: Clearance Letters

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759 Dar es
Salaam, Tanzania.
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759.
E-mail: drpc@out.ac.tz

10/09/2014,

Municipal Director
Ilala Municipal council
P.O.Box

Dar Es Salaam.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you Adam Wilson **Reg. No. HD/A/466 T.13** who is a Master student at the Open University of Tanzania. By this letter, Mr Adam Wilson has been granted clearance to conduct research in the country. The title of his research is **"An Integrated approach in addressing Juvenile Delinquency in Tanzania"**. The research will be conducted in Ilala Municipality.

The period which this permission has been granted is from 10/09/ 2014 to 22/10/2014.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,

Prof Shaban Mbogo

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759 Dar es
 Salaam, Tanzania.
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
 Fax: 255-22-2668759.
 E-mail: drpc@out.ac.tz

10/09/2014,

Commissioner for Social Welfare

Department of Social Welfare

P.O.Box 1949

Dar Es Salaam.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you Adam Wilson **Reg. No. HD/A/466 T.13** who is a Master student at the Open University of Tanzania. By this letter, Mr Adam Wilson has been granted clearance to conduct research in the country. The title of his research is **"An Integrated approach in addressing Juvenile Delinquency in Tanzania"**. The research will be conducted in Ilala Municipality.

The period which this permission has been granted is from 10/09/ 2014 to 22/10/2014.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,

Prof Shaban Mbogo

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759 Dar es
 Salaam, Tanzania.
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
 Fax: 255-22-2668759.
 E-mail: drpc@out.ac.tz

10/09/2014,

The Regional Police Commander

Ilala Police Region

Dar Es Salaam.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you Adam Wilson **Reg. No. HD/A/466 T.13** who is a Master student at the Open University of Tanzania. By this letter, Mr Adam Wilson has been granted clearance to conduct research in the country. The title of his research is **"An Integrated approach in addressing Juvenile Delinquency in Tanzania"**. The research will be conducted in Ilala Municipality.

The period which this permission has been granted is from 10/09/ 2014 to 22/10/2014.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,

Prof Shaban Mbogo

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

Appendix V: Research Permits

The United Republic of Tanzania
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

DAR ES SALAAM REGION

Phone Number: 2860081/2863716

In reply please quote:

Reg. No. FA:.....



REGIONAL COMMISSIONER'S

P.O. Box. 5429,

DAR ES SALAAM

Date: 03-10-2014

District Administrative Secretary,

ILALA DISTRICT

RE: RESEARCH PERMIT

Pro/Dr./Mr./Mrs./Ms/Miss: ADAM WILSON SHONGILO is a student/researcher from OPEN UNIVERSITY OF TANZANIA has been permitted to undertake a field work research on INTEGRATED APPROACH IN ADDRESSING JUVENILE DELINQUENCY IN TANZANIA A CASE STUDY OF ILALA MUNICIPALITY from 03-10-2014 to 14-11-2014

I kindly request your good assistance to enable him/her to complete his/her research.

.....
For; Regional Administrative Secretary
DAR ES SALAAM

Copy: Municipal Director,
ILALA MUNICIPAL COUNCIL
DAR ES SALAAM

Principal/Vice Chancellor

The United Republic of Tanzania

Prime Ministers' Office

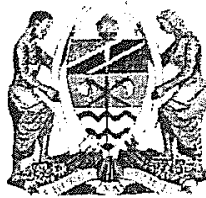
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

ILALA DISTRICT

Phone Address:

Phone No: 2203185/2203182

In reply quote: Ref. No: AB.60/87/01/



DISTRICT COMMISSIONER'S OFFICE

ILALA DISTRICT

P. O. Box 15486,

DAR ES SALAAM

Date: 03-10-2014.....

Municipal Director,

P. O. Box 20950,

Ilala,

DAR ES SALAAM.

RE: RESEARCH PERMIT

Prof./Dr./Mr./Mrs./MS./Miss: ADAM WILSON SHONGILO

from The OPEN UNIVERSITY OF TANZANIA, she/he has been

permitted to undertake a field work research on "...AN INTEGRATED

APPROACH IN ADDRESSING JUVENILE DELINQUENCY IN

TANZANIA : A CASE STUDY OF ILALA MUNICIPALITY

The case study at Ilala District from 03-10-2014 to 14-11-2014

Therefore, you are asked to give the said researchers necessary assistance and Cooperation.

KATIBU TAWALA
(W) ILALA

District Administrative Secretary
ILALA

Copy:

.....

Principal/Vice Chancellor,

.....

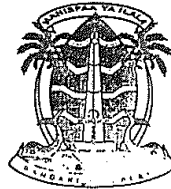
HALMASHAURI YA MANISPAA YA ILALA

BARUA ZOTE ZIPELEKWE KWA MKURUGENZI WA MANISPAA

SIMU NA. 2128800

2128805

FAX NO. 2121486



OFISI YA MKURUGENZI

1MTAA WA MISSION

S.L.P. 20950

11883 - DAR ES SALAAM

KUMB. NA. IMCAR.6/10

TAREHE.....13/10/2014

Mkuu wa Idara,

MAAFISA WATENDAJI-KATA/WAALIMU WAKUU/WAKUU WA SHULE

Halmashauri ya Manispaa ya Ilala

YAH: KUMTAMBULISHA MTAFIGITI TOKA TAASISI YA
.....OPEN UNIVERSITY OF TANZANIA.....Tumepokea barua toka Katibu Tawala (W) yenye Kumb.
Na.....AB. 60/87/01.....ya tarehe.....03-10-2014.....Halmashauri ya Manispaa ya Ilala imemhusu mtafiti toka Taasisi
ya.....OPEN UNIVERSITY OF TANZANIA.....Ndugu.....ADAM WILSON SHONGILO
kufanya utafiti juu
ya USHIRIKIANO WAWADAU KATIKA KUTATUA TATIZO LA UHALIFU KWA WATO utafiti huo
utafanyika kuanzia tarehe.....13-10-2014.....hadi.....31-12-2014.....

Tafadhali mpokee na mpe taarifa anazozitaki.

Nawatakia kazi njema.

R. Muna
Kny: MKURUGENZI
HALMASHAURI YA MANISPAA YA ILALA

Kny: MKURUGENZI WA MANISPAA

HALMASHAURI YA MANISPAA YA ILALA

HALMASHAURI YA MANISPAA YA ILALA

BARUA ZOTE ZIPELEKWE KWA MKURUGENZI WA MANISPAA

SIMU NA. 2128800**2128805****FAX NO. 2121486****OFISI YA MKURUGENZI****1MTAA WA MISSION****S.L.P. 20950****11883 - DAR ES SALAAM****KUMB. NA. IMCAR.6/10****TAREHE.....13...../.....10...../2014**

Mkuu wa Idara,

IDARA ZA USTAWI WA JAMII / POLISI / SHERIA / ELIMU / HABARI

Halmashauri ya Manispaa ya Ilala

YAH: KUMTAMBULISHA MTAFIGITI TOKA TAASISI YA
.....OPEN UNIVERSITY OF TANZANIA.....

Tumepokea barua toka Katibu Tawala (W) yenye Kumb.
 Na. AB.60/89/01.....ya tarehe.....03-10-2014.....

Halmashauri ya Manispaa ya Ilala imemhusu mtafiti toka Taasisi
 ya OPEN UNIVERSITY OF TANZANIA.....Ndugu ADAM WILSON SHONGILO
 kufanya utafiti juu
 ya USHIRIKIANO WA WADAU KATIKA KUTATUA TATIZO LA UHALIFU KWA WATOTO utafiti huo
 utafanyika kuanzia tarehe.....13-10-2014.....hadi.....31-12-2014.....

Tafadhali mpokee na mpe taarifa anazozitakiwa.

Nawatakia kazi njema.

R. Aina

Kny: MKURUGENZI
 HALMASHAURI YA MANISPAA YA ILALA

Kny: MKURUGENZI WA MANISPAA
 HALMASHAURI YA MANISPAA YA ILALA

HALMASHAURI YA MANISPAA YA ILALA

BARUA ZOTE ZIPELEKWE KWA MKURUGENZI WA MANISPAA

SIMU NA. 2128800**2128805****FAX NO. 2121486****OFISI YA MKURUGENZI****1MTAA WA MISSION****S.L.P. 20950****11883 - DAR ES SALAAM****KUMB. NA. IMCAR.6/10****TAREHE.....13...../10...../2014**

Mkuu wa Idara,

ASASI ZINAZOHUDUMIA WATOTO/WAZAZI/WALEZI/TAASISI ZA DINI

Halmashauri ya Manispaa ya Ilala

YAH: KUMTAMBULISHA MTAFIGI TOKA TAASISI YA
OPEN UNIVERSITY OF TANZANIATumepokea barua toka Katibu Tawala (W) yenye Kumb.
Na.....AB.60/87/01.....va tarehe.....03-10-2014.....Halmashauri ya Manispaa ya Ilala imemhusu mtafiti toka Taasisi
ya OPEN UNIVERSITY OF TANZANIA Ndugu ADAM WILSON SHONGILO
kufanya utafiti juu
ya USHIRIKIANO WA WADAU KATIKA KUTATUA TATIZO LA UHALIFA KWA WATOTO utafiti huo
utafanyika kuanzia tarehe.....13-10-2014.....hadi.....31-12-2014.....

Tafadhali mpokee na mpe taarifa anazozitakiwa.

Nawatakia kazi njema.

Kny: MKURUGENZI
HALMASHAURI YA MANISPAA YA ILALAKny: MKURUGENZI WA MANISPAA
HALMASHAURI YA MANISPAA YA ILALA

JAMHURI YA MUUNGANO WA TANZANIA
WIZARA YA MAMBO YA NDANI YA NCHI
JESHI LA POLISI TANZANIA



Anuani ya Simu " MKUUPOLISI"
Simu : (022) 2113461
Fax Na. (022) 2136556

Ofisi ya Inspekta Jenerali Polisi,
Makao Makuu ya Polisi,
S.L.P. 9141,
DAR ES SALAAM.

Kumb.C.22/3/VOL.1/ 120

01/12/2014

Kamishina wa Polisi,
Kanda Maalum,
SLP 9140,
DAR- ES- SALAAM.

**YAH: KIBALI CHA UTAFITI WA : "AN INTEGRATED APPROACH IN
ADDRESSING JUVENILE DELINQUENCY IN TANZANIA"**

Tafadhali husika na somo tajwa hapo juu.

Inspekta Jenerali wa Polisi ameruhusu ombi la Kaimu Mkuu wa Chuo Kuu Huria Tanzania kwa mwanafunzi Mr. Adam Wilson kufanya utafiti kwa mada tajwa hapo juu. Kwa shughuli za kisomi katika kanda ya kipolisi DSM.

Pamoja na barua hii naambatanisha nakala ya barua ya Kaimu Mkuu wa Chuo Kuu Huria. Kwa rahisi ya rejea.

Tafadhali Mpokee.

RASHID A. OMAR - DCP

Kny; INSPEKTA JENERALI WA POLISI

Nakala,

Vice chancellor
Open University of Tanzania
DSM

EDY INSPEKTA JENERALI WA POLISI
TANZANIA

(44)

**JAMHURI YA MUUNGANO WA TANZANIA
WIZARA YA MAMBO YA NDANI YA NCHI
JESHI LA POLISI TANZANIA**



SIMU NO. 2117362

FAX NO. 022 2121524

Kamanda wa Polisi
Mkoa wa Ilala,
S.L.P. 9140.
DAR ES SALAAM

Kumb:Na: DSM/ILALA/C.22/3/44

08/12/2014

Wakuu wa Polisi, *MP/74081 Sgt Hadji Nimeiona*
Wilaya ya Kati, Kariakoo, Buguruni, Ukonga
DAR ES SALAAM.

**YAH: KIBALI CHA UTAFITI WA AN INTEGRATED APPROACH IN
ADDRESSING JUVENILE DELINQUENCY IN TANZANIA**

Husika na somo tajwa hapo juu.

Pamoja na barua hii nakutumia barua yenye Kumb.C.22/3/VOL.I/120 ya tarehe 01/12/2014 toka kwa Mkuu wa Polisi Dar es Salaam ikiwa na kiambatanisho chake.

Kamanda wa Polisi Mkoa wa Ilala ameagiza kumpokea na kumpa ushirikiano wa karibu.

J.R. Mochiwa - SP
J.R. Mochiwa - SP

**KNY: KAMANDA WA POLISI (M) ILALA
DAR ES SALAAM**

**KNY: KAMANDA WA POLISI
Mkoa wa Ilala
Dar es Salaam**

*Nakala Adam Wilson - Wasiliana na watjia hapo
kwa msada zaidi*